

Geography

At Norton Community Primary School

At Norton, we will create a learning environment where children are taught in a way that encourages them to become independent learners and are working towards a level of independence in using their geographical knowledge, research and map skills. We have access to a wide range of resources including a range of atlas' and digital technologies to support their learning.

We will enable children to gain knowledge and understanding of places in their locality and beyond with secure locational awareness. Children will have opportunity to study a locality in Britain, Europe as well as North and South America. These studies will allow children to locate and name continents, countries and their capital cities. They will learn about weather conditions, food and architecture in these countries whilst making links and comparisons between these places. As they progress through the school, children will consider why economies around the world differ and the impact of this on peoples' lives. In addition, they will consider the extreme environments around the world and discuss what we can do to help.

Children at Norton primary will be taught to have a knowledge of the physical and human world; they will learn how this shapes our world. We will equip children with the skills they need to be geographers and to inspire inquisitive learning about the world.

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Year One

Y1 – Where do we live?

Content

Children become street detectives in the local area. They discuss that every street in our country has a name and a postcode. They will look at how a village is often in the countryside and smaller than a town. Children could observe street signs and why these are useful to drivers. Children will learn their address and that all addresses are different, even if they are similar. Children can link back to the 'Where will our bus journey take us?' topic and draw comparisons on the capital cities and countries of the UK using fieldwork and observational skills to support this learning.

National curriculum link:

Study a small area of the United Kingdom

Key Essential Skills and Knowledge

Children will be able to:

- Understand that every street in our country has a name and a postcode.
- Know their address and understand that all addresses are different, even if they are similar.
- Know that a village is often in the countryside and smaller than a town.
- Know that a city is the largest human settlement and is an urban area.
- Norton is a town, and it is where I am from.

Sticky Knowledge

Children will know:

- Malton and Norton are towns.
- Malton and Norton are urban and are surrounded by rural villages.
- Villages are in rural areas and Malton is bigger than a village.
- All addresses are different.

Key Vocabulary

City, town, village, rural, urban, physical geographical features, human geographical features, map, address.

Books

- Out and About, Shirley Hughes
- Step Inside: Homes Through History
- The Street Beneath my Feet
- The Jolly Postman by Allan Ahlberg
- The Three Little Wolves And The Big Bad Pig by Eugene Trivizas & Helen Oxenbury
- That Pesky Rat by Lauren Child
- Belonging by Jeannie Baker
- Poems: Disobedience by AA. Milne

Y1 – Where will our bus journey take us?

Content

This topic will look at maps to discover the United Kingdom is made up of four countries. They will learn these and some facts about each capital city, including landmarks. Using a range of maps (world, country, street maps, aerial views and plans) children will locate places and landmarks as well as using aerial photographs to recognise basic

human and physical features. Children will use internet mapping programmes to observe aerial views of places around the United Kingdom. Children will also focus on our nearest city looking at some landmarks. They will also discuss some famous people associated with our local area.

National curriculum link:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.

Key Essential Skills and Knowledge

- Locate geographical features of the United Kingdom on a map.
- Know the main capital cities of the United Kingdom.
- Know the four countries of the United Kingdom.
- Recognise basic human and physical features of the United Kingdom.

Sticky Knowledge

Children will know:

- The United Kingdom is made up of England, Scotland, Wales and Northern Ireland.
- The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The capital city of Northern Ireland is Belfast.
- The four main seas of the UK are the English Channel, Celtic Sea, North Sea and the Irish Sea.
- Scotland is north of England, Northern Ireland is part of the UK but Ireland is not.

Key Vocabulary

Map, union, United Kingdom (uk), compass, capital city, landmark, physical features, human features.

Books

- Naughty Bus by Jan Oke
- The Queens Hat by Steve Antony
- You Can't Take An Elephant On the Bus by Patricia Cleveland-Peck
- A Walk in London by Salvatore Rubbino
- Katie in London by James Mayhew
- Poem: Buckingham Palace by A. A. Milne

Y1 – Why can't polar bears live near the Equator?

Content

Children will discuss the differences of weather around the world and why animals live in specific places. They will learn that not all deserts are covered with sand and that the North and South Poles are also deserts. They will compare temperatures around the world and discover that despite the low temperatures; over 4 million people live in polar regions. Children will discuss the word 'Hemisphere' and learn it is half the Earth divided into North and South. They will also be introduced to the Equator and learn it is really hot at the Equator so not all wildlife would survive there. This topic will be revisited in Year 6 with a focus on conservation.

National curriculum link

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Key Essential Skills and Knowledge

Children will be able to:

- Know the earth is divided into the Northern and Southern hemisphere.
- Know the weather of deserts.
- Know the location of the equator, north pole, and south pole on an atlas and in a map.
- Begin to explain why animals live in different parts of the world.
- Begin to explain what they might wear if they lived in a very hot or a very cold place.

Sticky Knowledge

Children will know:

- There are both hot and cold deserts.
- It is very hot at the equator so not all wildlife would survive there.
- In hot deserts, near the equator, people wear light clothes and short sleeves during the day.
- In cold deserts, like the Arctic, people wear heavy clothes and long sleeves.
- The equator is an imaginary line that divides the Earth in half.
- Animals have adapted to live in certain environments.

Key Vocabulary

Desert, equator, Northern hemisphere, Southern hemisphere, place, people, weather, land use, geography, adaptations.

Books

- Penguin Small, Blue Penguin (PSHCE links & music)
- How Big is a Million
- 365 Penguins
- Meerkat Mail by Emily Gravett
- Lost and Found by Oliver Jeffers
- Dear Greenpeace by Simon James
- Just so Stories by Rudyard Kipling
- The Selfish Crocodile by Faustin Charles
- Poetry: How doth the little crocodile? by Lewis Carroll.

Year Two

Y2 – What makes our world wonderful?

Content

This topic will teach children about the location of countries, continents and oceans of the world in relation to the position of United Kingdom (studied in Year 1). Children will gain a global awareness by looking at the position of the seven continents and learning that the world is spherical. They will build on their maps skills developed in Year 1 using atlases, world maps and globes more widely, along with aerial photographs to recognise human and physical features including landmarks.

National curriculum link:

Name and locate the world's seven continents and five oceans.

Key Essential Skills and Knowledge

- Locate the continents of the world on a map.
- I know that there are 7 continents in the world, and I can name them.
- I know that there are 5 oceans in the world, and I can name them.
- Use map skills and aerial photographs to identify human and physical features.
- I know that an atlas is a book of maps.

Sticky Knowledge

Children will know:

- The continents of the world are North America, South America, Antarctica, Europe, Asia, Africa, Australia/Oceania.
- The 5 oceans of the world are the Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern Ocean.
- Physical features are natural features such as mountains, rivers, volcanoes and oceans.
- Human features are things that have been built by people such as buildings.
- An atlas is a book of maps.

Key Vocabulary

Physical and human geography, continent, ocean, equator, spherical, climate, temperature, thermometer, poles.

Books

- Tiger in a Tutu by Fabi Santiago
- Atlas of Miniature Adventures
- Tug of War by Naomi Haworth
- A Year Full of Stories from Around the World by Angela McAllister
- Walk This World by Lotta Nieminen
- Jungle Book by Rudyard Kipling (chn's illustrated Usborne read aloud).

Y2 – Where would you prefer to live?

Content

Children compare England to Kenya. They learn that there are two main languages spoken in Kenya: English and Swahili. This topic allows children to learn about how large animals are present in Kenya and compare it to our wildlife. Opportunities to teach children about drought and living in poverty. Position, climate and physical geography will be explored. Children may also look at food differences and houses.

National curriculum link:

Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country from our own country.

Key Essential Skills and Knowledge

Children will be able to:

- Know that Kenya has a different climate.
- Know the difference between climate and temperature.
- Know why Kenya has droughts.
- Know what it means to be living in poverty.
- Compare the physical and human geography of Kenya and England.
- Know about the different animals found in Kenya and why they are suited to that country.

Sticky Knowledge

Children will know:

- In the dry season Kenya has droughts.
- Droughts are caused by a lack of rain.
- The temperature in Kenya can be very hot because it is near the equator.
- Farming is difficult in Kenya because of the weather and climate, poverty, and the poor soil quality.
- Some people in Kenya live in poverty because they cannot afford to get food, clean water, or clothes.

Key Vocabulary

Wildlife, poverty, drought, equator, climate, temperature, language, physical geography, and human geography.

Books

- A Place Called Home (Lonely Planet)
- Home, Carson Ellis
- Lila and the Secret of Rain David Conway & Jude Daly,
- Bringing the rain to Kapiti Plain by Verna Aardema
- Handa's Surprise by Ellieen Browne
- We Planted a tree by Diane Wuldrow.

Y2 – What will you find at the seaside?

Content

Children will study the human and physical features of Scarborough. Using maps, aerial photographs, webcams and developing their key vocabulary children will develop their map skills and through discussion learn about the similarities and differences between seaside resorts. Children may also discuss why during Victorian times (history link) Scarborough was a popular holiday destination.

National curriculum link:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Key Essential Skills and Knowledge

- Investigate human and physical geography (Beach town fieldwork).
- Know similarities and differences of geography within the UK.

- Begin to describe a location using geographical vocabulary.
- I can use a map and aerial photos to describe a location.

Sticky Knowledge

Children will know:

- The physical features at the coast are the beach, bays, cliffs, oceans, rock pools and rivers.
- The human features at the beach are coastal defences, roads, buildings, and harbour.
- The four main compass points are north, south, east, and west.
- Scarborough is located on the east coast.
- Scarborough was a popular holiday destination in Victorian times because of the speed of railway transport.

Key Vocabulary

Coast, seaside resort, bay, harbour, key, compass, human geography, physical geography.

Books

- Lucy and Tom at the Seaside
- Sneakers the Seaside Cat
- Clem and Crab by Fiona Luthers
- Room on Our Rock by Kate Temple
- Squishy McFluff, Billy's Bucket.

Year Three

Y3 – What could land be used for?

Content

To begin the topic (weather permitting) children could go on a walk beyond the built-up area of Norton and discuss what land is used for [Walking up Langton Road would enable children to look down on Norton]. Children will learn the meaning of urban and rural. This unit gives children the opportunity to reflect on what the purpose and features of maps are. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. DEFRA maps could support this learning. Children may also discuss how these maps will change over time and why.

National curriculum link

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Key Essential Skills and Knowledge

Children will be able to:

- Know the different uses of land.
- Know how land use has changed over time.
- know the difference between rural and urban land use.
- Locate and sketch geographical features on a map.

Sticky Knowledge

Children will know:

- Land can be used for Agriculture, recreation, commercial/retail, transportation or residential.
- Over time the world's population has increased so the world needs more resources and land for farming and housing.
- Having more land for agriculture (farming) increases habitat loss (biodiversity).
- In rural areas land is mostly used for forestry and farming.
- In urban areas land is mostly used for residential, industry and transport .

Key Vocabulary

Agriculture, recreation, commercial, transportation, residential, counties, rural, urban, symbol, resources, biodiversity and habitat.

Books

- Me and Marvin Gardens by Amy Sarrig-King
- Operation Redwood by Susannah French
- The Last Tree by Ingrid Chabbert
- Sky Hawk Gillian Lewis
- The Building Boy by Ross Montgomery
- The Tin Forest by Helen Ward

Y3 - What makes Yorkshire special?

Content

Children will look at maps to revisit (Y1) the countries and capital cities of the United Kingdom. They will then learn the meaning of 'counties' and use maps to explore cities within these counties and some main landmarks of these counties. Once children are familiarised with the concept of counties, they will focus on Yorkshire and discuss what makes Yorkshire special. They may talk about the term 'God's Own County' and what this might mean. They will learn what we mean by the Yorkshire Dales, The Yorkshire Moors and The Yorkshire Wolds as well the Vale of York and look at aerial pictures of these as well as marking these on a map.

National curriculum link

Name and locate counties and cities of the United Kingdom, geographical regions. Use four-figure grid references

Key Essential Skills and Knowledge

Children will be able to:

- Understand why the UK is divided into counties.
- Name and locate key features of Yorkshire.
- Use four-figure grid references to identify the cities of Yorkshire.
- Understand the importance of conservation in the National Parks.
- Use map skills to locate conservation areas in Yorkshire.
- Know the features of the National Parks of Yorkshire and what makes them unique.

Sticky Knowledge

Children will know:

- A country can be broken down into counties to help identify different areas.
- The counties of Yorkshire are North Yorkshire, South Yorkshire, East Yorkshire and West Yorkshire. The famous landmarks: York Minster, Castle Howard, Scarborough Castle and Whitby Abbey.
- Some of the main cities of North Yorkshire are Leeds, York and Harrogate.
- A National Park is a conservation area, which means the land and species are protected.
- The North York Moors is a heather moorland and nesting area for birds such as the grouse. The climate is wet and cold in the winter and warm in the summer.

Key Vocabulary

National Park, conservation, climate change, county, grid reference, N, S, E, W, NE, SE, SW, NW, rural, urban, regions, plateau, valley, and moor.

Books

- The Secret Garden by Frances Hodgson Burnett
- Collected Poems for Children by Ted Hughes
- Usborne abridged and illustrated Wuthering Heights and Jane Eyre

Y3 - Why are most of the world's cities located by rivers?

Content

Children learn about the journey of a river discovering and naming the key features. Learning the names of 6 key rivers: Thames, Nile, Amazon, Mississippi, Ganges and the local river: The River Derwent. Children will observe that many of them run through cities and discuss the reason for this (linking to the River Nile). Reflecting on the uses of water children will draw conclusions of why cities need to be near rivers.

National curriculum link

Describe and understand key aspects of physical geography: rivers.

Key Essential Skills and Knowledge

Children will be able to:

- Know the features of a river.
- Know the importance of rivers.
- know the positive and negative impact of humans on rivers.
- Locate rivers of the world.
- Understand the impact of flooding

Sticky Knowledge

Children will know:

- Rivers start at the source and flow to the ocean
- Humans settle near rivers because it provides them with fertile land (irrigation), good transport links, food, drinking water and a source of energy.
- Humans pollute rivers through adding sewage, plastic and chemicals from farms and factories into the world's rivers which can reduce the quality of the water and destroy habitats.
- Climate change can cause flooding to the world's rivers because of the increase in rainfall.
- The River Thames is located in Europe, River Nile is located in Africa, River Amazon is located in South America, Mississippi is located in North America, Ganges is located in Asia and our local river is The River Derwent.

Key Vocabulary

- River conservation, pollution, irrigation, climate change, flooding, drought, rainfall, river bed; features of a river vocabulary: source, tributaries, waterfalls, meanders (erosion), oxbow lake, floodplain, estuary and mouth.

Books:

- Floodland by Marcus Sedgwick (8+ for more developed readers)
- The River Singers by Tom Moorhouse
- The City of Secret Rivers by Jacob Sager Weinstein
- Wind in the Willows by Kenneth Graham
- Poetry: The River and I asked the river by Valerie Bloom, A Boat Beneath A Sunny Sky by Lewis Carroll

Year Four

Y4 – What are the seven wonders of the modern world?

Content

This unit builds on and consolidates learning in Year 2 (the World's continents). Children will use map skills to learn about the Seven Wonders of the Modern World [the Great Wall of China, Jordan's ancient rock city Petra, Brazil's Statue of Christ Redeemer, the hilltop city of Machu Picchu in Peru, Mexico's Chichen Itza pyramid, the Colosseum in Rome and India's Taj Mahal]. Using maps, children will discuss their position in terms of the Northern Hemisphere / Southern Hemisphere and Tropics of Cancer and Capricorn. Children will learn to locate the position of Europe, North and South America and be able to identify any of the seven wonders positioned in these continents.

National Curriculum link

Locate the world's countries.

Key Essential Skills and Knowledge

Children will be able to:

- Know the location of The Seven Wonders of the Modern World.
- Know and locate significant landmarks of the modern world
- Know and locate the tropics of Capricorn and Cancer and the Equator's lines of latitude
- Locate countries in the northern and southern hemispheres

Sticky Knowledge

Children will know:

- The continents of the seven wonders of the modern world: The Taj Mahal, Ancient Rock City and the Great Wall of China are in **Asia**. Chichen Itza is in **North America**. Christ the Redeemer and Machu Picchu are in **South America**. The Colosseum is in **Europe**.
- The countries of the Seven Wonders of the Modern World: **China's** Great Wall of China; **Jordan's** ancient rock city; **Brazil's** statue of Christ the Redeemer; **Peru's** hilltop city of Machu Picchu; **Mexico's** Chichen Itza pyramid; **Rome's** Colosseum and **India's** Taj Mahal.
- The invisible lines (the tropics of Capricorn and Cancer and the Equator) circle the earth and divide it into zones.
- The countries north of the equator are in the Northern Hemisphere. The countries south of the equator are in the southern hemisphere.

Key Vocabulary

World Heritage Site, architecture, landmark, Northern Hemisphere, Southern Hemisphere, hemisphere, equator, wonder, continent, Tropic of Cancer, Tropic of Capricorn.

Books

- Architecture According to Pigeon Speck Lee Tailfeather
- A World of Cities by James Brown
- Atlas of Adventures Wonders of the World Ben Handicott
- Walls by Emma Fischel
- Journey by Aaron Becker.

Y4 – What is it like in Eastern Europe?

Content

Children will explore examples of human impact (both positive and negative) on environments: the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, tourism, litter or deforestation.

National curriculum link

Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Key Essential Skills and Knowledge

Children will be able to:

- Understand which countries create Europe.
- Investigate the rivers and mountains of Europe.
- Interpret a key/symbols on maps to locate Europe's major cities.
- Understand the physical and human geography of Modern Europe.
- To know the positive and negative effects of humans on the environment.
- Know there are different climate zones in Europe.

Sticky Knowledge

Children will know:

- Eastern Europe has 10 countries including some of Russia, but not all.
- Europe has different climate zones, and this effects its physical geography, climate and land use.
- Humans can have a negative effect on natural places through various activities including tourism, population and industry.
- Nature reserves and planned parks can have positive effects on the environment.
- Increasing development and population impacts all living things and adds to the growing problem of climate change.
- There are many different landscapes, climates, physical and human characteristics within Europe.

Key Vocabulary

Population, ecology, nature reserves, location, climate, development, human impact, land use, nuclear power, tourism, retail, Chernobyl, industry and landscapes.

Books

- The Magic Nesting Doll by Jacqueline Ogburn
- The Girl Who Speaks Bear by Sophie Anderson
- The Dollmaker of Krakow by R.M. Romero (9+)
- The Tzar's Curious Runaways by Robin Scott-Elliot (9+)

Y4 – What makes our Earth Angry?

Content

Building on KS1 learning about the seasons and weather, children will explore the causes and consequences of volcanoes, earthquakes, tsunamis and tornados. They will learn about these as destructive powers of nature and where possible how to keep safe (e.g. earthquakes). They may compare/create the structure of the Earth and investigate how scientists compare data about storms. In Y6, children will revisit extreme weather in terms of the location.

National curriculum link

Describe and understand key aspects of physical geography: volcanoes and earthquakes.

Key Essential Skills and Knowledge

Children will be able to:

- Know key features of volcanoes and earthquakes.
- Know the causes and consequences of natural disasters.
- Understand the structure of the Earth.
- Understand the Location of volcanoes and earthquakes.

Sticky Knowledge

Children will know:

- Earth's outer layer is made up of large pieces called tectonic plates which are always moving.
- Earth has four main layers - the inner core, the outer core, the mantle and the crust.
- Earthquakes, and volcanoes are located near the tectonic plates.
- Earthquakes are caused when the earth's tectonic plates suddenly move.
- Plates moving together or plates moving apart can create an opening causing a volcano to erupt.

Key Vocabulary

Inner core, outer core, mantle, crust, erupt, magma, tectonic plate, Ring of Fire, dormant, extinct, active, tsunami, tornado, cumulonimbus cloud, earthquake.

Books

- Cosmic (link to space and planetary activities elsewhere)
- Night of the Twisters by Ivy Ruckman
- The Somerset Tsunami Emma Carroll (Reading age 9+)

Year Five

Y5 - What would it be like to live on a mountain?

Content

This topic will focus on how mountains are formed and change over a period of time. Children will locate famous mountain ranges around the world and use maps, atlases and other resources to compare their heights and identify plateaus. They will consider whether tourism is an option for mountains based on their weather conditions and what impact tourism might have. They might also look at famous expeditions.

National Curriculum link

Describe and understand key aspects of physical geography: mountains.

Key Essential Skills and Knowledge

Children will be able to:

- Describe the key features of a mountain.
- Understand how mountains are formed.
- Locate famous mountain ranges of the world.
- Know why people climb mountains.
- Know the impact of weather and tourism on mountains.

Sticky Knowledge

Children will know:

- The different types of mountains are fold, fault-block, dome, volcanic, plateau.
- Mountains are formed in different ways: Fold - tectonic plates moving together, Fault-block - fault line in the earth's crust, Dome - pressure from magma under the earth's surface, Volcanic - lava flow, Plateau - erosion.
- Mountains and mountain ranges are found on every continent in the world.
- People climb mountains for a challenge, to travel, research, the view, to show how they can survive extreme climates.
- Edmund Hillary and Tenzing Norgay were the first explorers to reach the summit of Mount Everest, May 29th, 1953.
- Mountain environments are threatened by tourism, climate change, global warming.

Key Vocabulary

Dome, mountain, plateau, volcanic, mountain range, fault-block, fold, summit, base, tectonic plates.

Books

- Asha and the Spirit Bird by Jasbina Bilan
- My Side of the Mountain by Jean Craighead George
- Running on the Roof of the World by Jess Butterworth.

Y5 – Is there enough for everyone?

Content

Children will look at the basic needs of humans and where these come from. They will consider how renewable sources of energy are being explored and to what extent this is important. Children will explore how little changes can have a big impact such as with water and learn how to reduce water wastage. Identifying benefits of importing food and explaining why export and import happens, they will learn about countries that have food

shortages and discuss whether there could be enough for everyone in the world of all these vital resources. This unit will begin to explore the impact of a carbon footprint which will be explored further in Y6.

National Curriculum link

Describe and understand key aspects of human geography: distribution of natural resources including energy, food, minerals and water.

Key Essential Skills and Knowledge

- Know the main natural resources on Earth.
- Identify the advantages/disadvantages of importing and exporting.
- Understand why renewable energy is important.
- Explore the impact of reducing water wastage.
- Begin to explore the impact of people's carbon footprint.

Sticky Knowledge

Children will know:

- The main natural resources on Earth are plants, natural gas, oil, coal, soil, air, water, minerals, metals, animals.
- Advantages: Importing and exporting allows food/products to be supplied where they are needed, and it provides a way for areas to make money from trade.
- Disadvantages: Transportation and production of products creates more waste.
- Non-renewable resources could be depleted within 50 years. We need renewable sources of energy to continue our way of life and prevent the earth's resources from depleting.
- Taking short showers, recycling water, improving irrigation, improving water catchment, shrink corporate water footprints can all reduce water wastage.
- A person's carbon footprint can be reduced by eating less meat/dairy, shopping locally, reusing/recycling, composting food waste, consuming less, saving energy at home, driving less/flying less and using less water.

Vocabulary

Natural resources, importing, exporting, ecological footprint, carbon footprint, natural biome, artificial biome, renewable energy, non-renewable energy.

Books

- Hicotea, A Nightlights Story, Lorena Alvarez
- Greta and the Giants, Zoe Tucker
- White Fox by Chen Jiatong
- The House of Light by Julia Green

Y5 – Why should the rainforest be important to us all?

Content

Children begin by looking at the position of rainforests around the world. They will then focus on the Amazon rainforest as this is positioned in South America. They will learn about climate zones and biomes and the different layers of the rainforest. They will discover that deforestation is a major problem and the impact of this beginning to understand what conservation is. They will also consider how humans impact on both natural resources and local communities. Children recall previous learning to identify similarities and differences to draw comparisons between Yorkshire, Eastern Europe and the Amazon rainforest.

National Curriculum link

Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Understand geographical similarities and differences through study of physical geography of the UK, a European country and North or South America.

Key Essential Skills and Knowledge

Children will be able to:

- Understand the location of rainforests.
- Know the features of a rainforest.
- Understand why rainforests are important.
- Understand the importance of conservation and begin to discuss the impact it can have.
- Understand how humans' impact on natural resources (rainforests) and local communities.

Sticky Knowledge

Children will know:

- Tropical rainforests are located near to the Equator in between the Tropic of Cancer and Tropic of Capricorn. They can be found in the continents South America, Africa, Asia and Australia/Oceania.
- A rainforest is a tall dense forest with four different layers and it receives lots of rain every year.
- Rainforests are important to us as they reduce carbon dioxide levels, provide a habitat for many animals and plants and they also help the water cycle.
- Rainforests are being destroyed for logging, the growth of new plantations and for palm oil
- Deforestation causes soil erosion, disrupts the water cycle and contributes to flooding and effects local communities.

Key Vocabulary

Forest floor, understory layer, canopy layer, emergent layer, deforestation, conservation, climate zones, biomes, vegetation, Oceania, Tropic of Cancer and Tropic of Capricorn.

Books

- Journey to the River Sea by Eva Ibbotson
- Michael Morpurgo
- Running Wild
- The Lost Book of Adventure by Teddy Keen

Year Six

Y6 – Where are our greatest economies?

Content

The children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in the global market (making links to British Values). Children will look specifically at the fastest growing economies and look at these on maps, discussing any patterns. Children may also identify similarities and differences to draw comparisons between the UK, a region of Europe and a region of North and South America.

The reasons for importing goods to the UK

- Climate – we can't grow them here. Many ingredients need to be grown in specific climates.
- Space– agriculture needs a lot of land.
- Expertise– cost of production. Countries with a lower cost of living can produce food more cheaply.
- Demand – A lack of a natural resource for energy.

History of Trade

- Stone Age– A smaller, local scale. People were 'nomadic' and travelled the land in search of food and shelter, hunted for food and resources. Development of agriculture led to a surplus (excess) of food. A new social class of merchants (traders) emerged.
- 17th Century– Global trade began. Goods from China, India and Southeast Asia were transported across oceans. Trade became an increasingly important part of the country's wealth and merchants (traders) became very well respected.
- 21st Century– Global trade links different locations worldwide. Millions of exchanges of money, goods and services take place every day between different countries. Improved technology and communications.

National Curriculum link

To describe and understand key aspects of human geography: economic activity including trade links. Understand geographical similarities and differences through study of human geography of the UK, a European country and North or South America.

Key Essential Skills and Knowledge

Children will be able to:

- Know the difference between import and export and the main exports of the UK.
- Discuss how natural resources and climate determine where our food comes from.
- Discuss the advantages of Fairtrade for workers in less economically developed countries.
- Know what a global supply chain is.
- Discuss how and why trade changed through time to become global.
- Using a map, label the fastest growing economies.

Sticky Knowledge

Children will know:

- **Import** is buying goods and **export** is selling goods and that UK exports billions of pounds worth of goods to other countries each year. Some of the UK's main exports are medicines, petrol, and cars.
- Because of our temperate climate, 24% of food eaten in the UK is imported. Some of these goods include coffee beans and bananas. Some other UK imports include medicines, cars, oil and gas.

- There are four main reasons for importing goods to the UK [Climate, Space, Expertise, Demand]
- **Fair trade** allows farmers to be paid a fair price for the things they make and to have better working conditions. It also supports the agriculture industry to farm sustainably and not impact on climate change.
- A **global supply chain** is a network of people and activities that help move a product from start to customer.
- The **history of trade** began in the stone age and has been happening ever since. There are four main reasons why trade has developed. [Improved transport, Improved communication, Increased demand, Improved economy]
- The 10 fastest growing economies are USA, China, Japan, Germany, India, UK, France, Italy, Brazil, Canada.

Key Vocabulary

Trade, import, export, globalisation, economy, global supply chain, raw materials, manufacturing, distribution, consumer/customer, profit, sustainable trade.

Books

- The Clockwork Sparrow (history of department stores and capitalism)
- The Good Thieves by Katherine Rundell (set in New York in the 20s, themes of money and wealth)
- The Castle of Inside Out by David Henry Wilson (themes of greed and exclusion)
- Trash by Andy Mulligan

Y6 – Where are the most extreme environments on Earth?

Content

Children will map the most extreme environments on Earth and how geographers would describe their positions. Children will learn to locate and describe places using longitude and latitude and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. During this topic children will be looking more closely at the lines of longitude, children will develop their understanding of time zones. Finally this topic will conclude with a discussion based on the impact of climate change (extreme weather) on farming.

National Curriculum link

Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones. Understand key aspects of physical geography.

Key Essential Skills and Knowledge

Children will be able to:

- Know differences/similarities between the seven continents extreme environments.
- Describe the features of an extreme environment.
- Describe the location of an extreme environment.
- Know the significant lines of latitude (Arctic Circle, Antarctic Circle Tropic of Cancer, Equator and Tropic of Capricorn).
- Use lines of latitude to describe and locate places.
- Know the world is divided into time zones.
- Know the human impact on extreme environments

Sticky Knowledge

Children will know:

- Antarctica is the driest continent; Africa is the hottest continent and South America is the wettest continent.
- Extreme environments are habitats in which it is difficult to survive due to extreme conditions such as temperature and lack of rainfall, which make it difficult to grow plants/crops.
- The Sahara Desert is located north of the equator and the Kalahari Desert is located south of the equator. They are both located in Africa.
- There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.
- Antarctica has six months of daylight in its summer and six months of darkness in its winter.
- Climate change is making environments more extreme.

Key Vocabulary

Climate change, weather, climate, precipitation, equator, latitude, longitude, prime meridian, polar, temperate, tropical, desert, droughts, heatwaves, flooding, biomes.

Books

- Walkabout by James Vane-Marshall
- The White Darkness, Geraldine McCaughrean
- The Polar Bear Explorers Club, Alex Bell, The Ice Bear Miracle
- The Fastest Boy in the World by Elizabeth Laird
- The Girl Who Stole an Elephant by Nizrana Farook

Y6 – How is our world changing?

Content

Children learn about the Yorkshire Coast naming some key places. They will learn the features of coastlines and discuss how these change over time due to erosion. They will also look some key changes that have affected our Earth from 1800 and look at predictions for the future. Children will also discuss how the borders of the UK and Europe have changed.

National Curriculum link

Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts) and understand that these change over time.

Key Essential Skills and Knowledge

Children will be able to:

- Know the features of coastlines and how they are impacted by erosion overtime.
- Understand the human and physical changes in coastal regions over time.
- Investigate maps to compare how the Yorkshire coast has changed over time, making links with coastal erosion and population density.
- Understand the environmental impact of a growing population on coastlines.
- Discuss how the borders of the UK have changed.

Sticky Knowledge

Children will know:

- The physical features of coasts that are linked with erosion are headlands, caves, beaches, stacks, bays and rivers.

- The Yorkshire Coast stretches for more than 90 miles. Towns on the Yorkshire coast include Whitby, Scarborough, Robin Hood's Bay, Filey and Bridlington.
- The East Yorkshire coastline is the fastest-eroding part of northern Europe, with a rate of between 0.5 metres and 4 metres lost each year.
- The world's population has nearly doubled twice over 100 years, resulting in an increase in resources, more fossil fuels burnt, water pollution and less land available, which impacts climate change and rising sea levels.
- The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland. England is divided into 48 counties. Some of these include Yorkshire, Lancashire, Cumbria, Northumberland and Cornwall.

Vocabulary

Weather, climate, bay, headland, erosion, weathering, United Kingdom, border, population, birth rate, death rate, immigration, emigration.

Books

- Links to The Spider and the Fly (environmental change)
- Where the River Runs Gold by Sita Brahmachari
- Lightning Chase Me Home by Amber Lee Dodd
- The Island at the End of Everything by Kiran Millwood Hargrave
- Beyond the Bright Sea by Lauren Wolk

Document control

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