

New Stoke Canon Geography Curriculum Plan Overview - Three Rivers Federation

By the end of Year 6, pupils will understand the part of the world in which they live. They will also understand and celebrate their family heritage. They will also have developed a broad understanding of how their locality sits within the country, the continent and the world. Pupils will have an understanding of how the world has changed and developed over time, both in terms of its physical and human geography.

Progression threads: creation (physical geography), community (consider how humans interact with their environment and what impact they might have), compassion (pupils develop empathy and an understanding of their responsibility in the world).

1. Overview of country/city pupils are learning about
2. Map work (geographical skills)
3. Physical geography: development of the city/country
4. Human geography: case study/example of the impacts of politics or tourism

Every year group has the opportunity to learn about geography from a **local, national and global** perspective.

EYFS	KS1		Lower KS2		Upper KS2	
EYFS	Year 1/2		Year 3/4		Year 5/6	
Fieldwork Study Locational Geography- Where we live. My home	Fieldwork Project: Local Area-Stoke Canon Where we live and the local environment Mapping	Killerton-local study to link with History Project.	Living in the Mediterranean	Living with Natural Disasters: Volcanoes and Earthquakes	Exploring South America: Brazil	Exploring North America: USA
Weather	<u>Geography</u> Part of 'London Life' History Project- teach about UK and cities including London	Contrast of Exeter and London	Dartmoor	Food for Thought including fair trade	Near and Far: Exploring mountains	Sustainability Project
Hot and Cold Places	<u>Geography- Hot and Cold Places</u> North and South Poles	<i>Fieldwork project:</i> Coasts (Geography)	<i>Fieldwork project:</i> Exeter	<i>Fieldwork project:</i> Rainforests	<i>Fieldwork project:</i> Rivers and the	<i>Fieldwork project:</i> Living on the

	Continents- Year 2 Weather Human and physical Geography identify seasonal and daily weather patterns in the United Kingdom	Exmouth / Contrast with non-European Country Continents for Year 2		Stoke Woods <i>The water cycle</i>	water cycle	Coast-local coastal-study of the Jurassic coastline
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Unit Title	Unit Description	National Curriculum Links
EYFS		
Weather	Understanding of the concept of change	

Hot and Cold	Types of weather and symbols Clothing you wear in hot and cold weather Beebots	
Local area study Autumn Term-Part of Ourselves and where I live	Walk around the village Draw house Drawing a map of the area Observing and recording: look at aerial photos of the local area and recognise/spot features Locational- using Beebots	
YEAR 1/2 Key Knowledge		
Mapping the world: Where in the world do we live? London Light touch Year 1/2 Cycle A Spring	1. Continents: What are the different continents of the world? What is a continent? What are the different continents of the world? What is their weather like? 2. Countries: What are countries? 3. The UK: Where in the world is the UK? What are the 4 countries in the United Kingdom? What geographical features are there in the UK? 4. Capital cities: What are the capital cities of the UK? What is a capital city?	

	What are the capital cities of the UK? What are their geographical features? 5. Where is Stoke Canon C of E Primary School? Pupils use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
London Cycle B	Unit aims: Pupils will learn about London, including its location in the UK, its status as a capital city, its famous landmarks and how people travel around. Pupils will have the opportunity to use aerial photos and plan perspectives to locate/recognise landmarks. Pupils will devise a simple map of London. Pupils will compare London to Stoke Canon. 1. Where is London located in the UK? Pupils will locate London using an OS map. Pupils will learn to use locational language, such as near and far. 2. What are some London landmarks? Pupils will locate, recognise and identify different landmarks in London, using aerial photos and plan perspectives.	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge 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 Physical geography Refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South,

	3. London transport: how can we get around London? Pupils will learn about different forms of transportation around London: trains, tube, cars, taxis, bikes... 6. Where is Stoke Canon located in the UK? Pupils learn about what a village is and consider what landmarks/ geographical features are in/near their village. They will consider what transportation systems are available to them in and around Stoke Canon. 7. Comparing London to Stoke Canon Pupils will learn about similarities and differences between London and Stoke Canon: How are Stoke Canon and London different? How are they the same?	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
Weather	Unit aims: pupils will identify seasonal and daily weather patterns in the United Kingdom. What is weather? What are the seasons? Extreme weather Useful resources:	Locational knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge Understand geographical similarities and differences through studying the human and physical geography

	https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/ https://www.bbc.co.uk/bitesize/topics/zwv2wnb	of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human geography Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Physical geography Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Geographical skills and fieldwork 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 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Autumn 1 Cycle A Stoke Canon		
Near and Far What is my	Unit aims: for pupils to use [simple] fieldwork and observational skills to study the geography of their school and its grounds and the key human and	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the

local area like? Mapping of Stoke Canon	physical features of its surrounding environment. <u>A fieldwork investigation of the local area's human and physical geography.</u> 1. Key geographical questions and prior knowledge 2. Mapping your local area and planning your investigation 3. Recording data in the field 4. Presenting your results Compare to a non-European country. <i>For example: plot a route to school and identify what can be seen along the way + non-European comparison: What might they see on their way to school? How could it be similar or different?</i> Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	United Kingdom and its surrounding seas. Place knowledge 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 Human geography Refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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
Coasts around the World Cycle B Summer	Unit aims: pupils learn about physical and human features of coasts regions in the UK, including a detailed exploration of the coastal town of , Devon. Pupils will use their knowledge acquired to compare Dawlish to a small area in a contrasting non-European country (Tanzanian Coast).	Locational Knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Term	1. Locating the coast on a map (famous beaches around the UK) 2. Coastal features 3. Seaside towns 4. Coastal dangers (RNLI) 5. What is the coast like in Tanzania?	Physical geography Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human geography Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Hot and Cold Places Spring 2 Cycle A	Unit aims: pupils will know the location of the Equator, North Pole and South Pole. They will know the location of hot and cold areas around the world in relation to the Equator and the North and South Poles. Pupils will learn about different types of wildlife found in these places. Pupils will learn about the four points of a compass, to describe locations. 1. Exploring the Globe: what are countries, continents and oceans? In this lesson, pupils will: identify the seven continents, use atlases to find countries in specific continents and identify and name the five oceans.	Locational Knowledge Name and locate the world's seven continents and five oceans. Physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Geographical skills and fieldwork Use simple compass directions (North, South, East

	2. North, East, South or West? Pupils will learn simple compass directions (North, East, South and West) and use these to describe the location of features/places. 3. Where is the North and South Pole? Pupils will learn the locations of the North and South Poles and identify similarities and differences between the two poles. Pupils learn what animals are at which pole. 4. What challenges are there living in a polar climate for people and animals? Pupils will learn what 'climate' means and that it is different to weather. Pupils consider the challenges that they might face if they lived in a polar climate. 5. Where is the Equator? What is it like to live in the Equatorial climate zone? Pupils will learn what the equator is and that the equatorial climate zone is hot and wet all year round. Pupils will learn what kinds of wildlife live on the equator. 6. What is the difference between the poles and the equator? Pupils will identify similarities and differences	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.
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	between the equator and poles. Useful resources: https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/ https://www.bbc.co.uk/bitesize/articles/z9vxwnb https://www.rgs.org/CMSPages/GetFile.aspx?nodeid=45959a43-b300-432d-8ed2-e3c1947e8303&lang=en-GB https://www.metoffice.gov.uk/weather/climate/climate-zones	
YEAR 3 and 4		
Exploring the Mediterranean Year 3/4 Cycle A Autumn A	Unit aims: pupils will investigate geographical similarities and differences between a region in Italy (Mediterranean) and Devon (their locality). The unit moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Naples, Italy) whilst identifying core opportunities for learning at each geographical scale. 1. A bird's eye view of Europe: what's on the map? This lesson takes a bird's eye view on Europe. In this lesson, children begin to build up a picture of	Locational knowledge 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 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

	Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains. It establishes basic locational knowledge of Europe, using geographical language and concepts to describe its location within the wider world. It develops an understanding that Europe is comprised of many different countries. 2. What's so special about the Mediterranean? This lesson explored the different countries that make up the Mediterranean and the special characteristics of the Mediterranean climate (hot, dry summers and cool, wet winters). The lesson demands that we ask: how does the sea affect life in the countries that border it? What is so special about The Mediterranean? What are some of its human and natural wonders? What connections do we have to it? 3. Zoom in on Italy: a country of cities and regions This lesson 'zooms' in on Italy as a country of regions and cities. It considers the notion of scale within a country and encourages enquiry into the division of Italy into regions and how those regions function with their unique character and histories. 4. Bologna and the Bolognese: a city of	Meridian and time zones (including day and night) Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food Physical geography Climate zones, biomes and vegetation belts Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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	education and food In this lesson pupils look in more detail at one specific city: Naples (Campania region). Pupils are invited to devise their own process for enquiring into an aspect of life in the city. This activity encourages reflection on the positives and negatives of life in Bologna, and things that they find interesting about it. 5. What is it like to live near Mount Vesuvius? This lesson introduces pupils to Pupils find out what it is like to live near a potentially dangerous volcano and why people still might want to live there. 6. Campania and Devon: A Comparison Pupils will be encourages to reflect on similarities and differences between life in the Campania region of Italy and Devon, UK. Comparison/reference could be made between both places having a Roman past (Exeter and Naples) and thus architecture/city layout/tourism based around that. Useful resources: https://www.rgs.org/schools/teaching-resources/the-mediterranean/	
Food for	Unit aims: pupils will understand how food	Locational knowledge

Thought Year 3 and 4 Cycle B	production is distributed globally and make connections with their locality. Pupils will learn about farming as an important economic activity and land use in their local area. Pupils will consider issues of sustainable food production including food miles and fair trade food production. 1. Where does our food come from? Pupils discover where in the world food comes from and understand the global distribution of food. 2. How and where is food grown in the UK? Pupils will find out about where land is farmed in the UK and why some parts of the country are more suited to farming than others. They will learn the difference between arable and pastoral farming and the journey of food from ‘farm to fork’. 3. A year in the life of a farm Pupils will make links about what happens on a farm in different seasons as a result of the weather. Pupils will understand ways farms sell their produce. 4. What are food miles? Pupils will consider the link between sustainability and food miles. They will learn about sourcing some food locally and the positive environmental impact these choices can make.	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 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) Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food Physical geography Climate zones, biomes and vegetation belts Geographical skills and fieldwork
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	5. What is fair trade? Fair trade: pupils will discuss the merits of food that is 'fair trade' and why it is necessary to have this label. 6. What is produced on the farms surrounding Stoke Canon? Opportunity for fieldwork: investigating landuse patterns in and around Stoke Canon (related to agriculture). Trip to a local farm. Useful resources: https://schools.fairtrade.org.uk/	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Dartmoor (human) Cycle A Year 3 and 4		Locational knowledge 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. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Physical geography Describe and understand physical geography,

		including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
YEAR 5 and 6		
Rivers Cycle A Year 5 and 6	Unit aims: Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. 1. What is the water cycle? Pupils will learn what the water cycle is and that a fundamental characteristic of the water cycle is that it has no beginning and it has no end.	Locational knowledge 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 understand how some of these aspects have changed over time Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a

	2. What is the journey of a river like? Pupils examine <u>a model river system</u>, following the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. Pupils will understand the geographical location of the main rivers in the UK. 3. What is the journey of the River Exe/River Culm like? The focus will move to the River Exe/River Culm (local major river). Then, looking closely at three OS map extracts at different points along the Exe, pupils develop their map skills. These mapping activities will also highlight the physical features of the river system and ask pupils for evidence of how the use of the River Thames has changed over time. 4. How and why do rivers flood? Pupils will understand the process of flooding and why and how rivers breach their banks. Using a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places. 5. What are rivers like around the world?	European country Human geography Types of settlement and land use; distribution of natural resources including water Physical geography Rivers and the water cycle Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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	The focus turns to North and South America, as well as England's highest unbroken waterfall. Pupils will learn about the structure and formation of waterfalls. Using case studies of the Niagara Falls on the US/Canadian border and the Angel Falls in Venezuela, pupils will understand more about the physical and human geography of these spectacular river features. Gaping Gill, England's highest unbroken waterfall will also be featured. Locational knowledge of the major rivers in each continent will be covered in this lesson. 6. Opportunity for fieldwork: visit the River Culm in the village or the River Exe Resources: https://www.rgs.org/schools/teaching-resources/rivers-(1)/	
Rainforests Year 3 and 4 Link with the Forests unit	Unit aims: 1. What is a rainforest? 2. Where in the world are rainforests and why are they there? This lesson locates tropical rainforests in relation to the Equator and the Tropics of Cancer and Capricorn. This lesson also explores key geographical features of a rainforest region	Locational knowledge 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)

	including the climate, rainfall of temperate and tropical rainforests and rivers. 3. The Layers of the Rainforest This lesson investigates the four layers of the rainforest and how different creatures have adapted to forest life. 4. Resources of the Rainforest This lesson explores what resources rainforests can provide humans with (e.g. medicines and precious metals). 5. The Rainforest Under Threat This lesson explores how tropical rainforests are under threat from logging (for energy/paper), mining and agriculture (land is cleared to make space for cattle and soy plantations). 6. Rainforests in the UK? Possible trip/fieldwork opportunity: Contrast with locals woods-see knowledge organiser. Stoke Woods Useful resources: https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/rainforests/	Human geography Trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Fieldwork	Unit aims: pupils will identify the main features of	Locational knowledge

investigation: Rivers (physical geography focus) Opportunity for this to be completed on Dartmoor (wider exploration of locality). Year 5 and 6 Cycle A	a local river. Pupils will understand these features as part of a river system. This unit will provide pupils with insight to the main geographical features of a river, with particular focus on physical geography. Pupils will question how the features of their local river 'fit' with the characteristics of a river system as it flows downstream from its source to its mouth. Pupils can compare this study with previous learning about UK rivers and compare and contrast their local river with other UK rivers. 1. Locate site on a map and explore/explain different features and characteristics of river. Opportunity to plot route to river. Pupils to draw sketch maps. 2. How fast is our river flowing? (Record and calculate how quickly the water in your river is flowing). 3. Presenting your findings. Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeid=e4e4d7f3-ed10-4770-9241-462ca6e8577e&lang=en-GB	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. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Describe and understand 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 Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local
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		area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
YEAR 3 and 4		
What is my local area like? Mapping Exeter	Unit aims: Pupils will identify and describe the main human and physical geographical features of their local area. Pupils will explore changes in the geography of their local area. This unit will provide pupils with the opportunity to develop a range of geographical skills including use of OS maps, observation and fieldwork sketches. <u>A fieldwork investigation of the local area's human and physical geography.</u> 1. Key geographical questions and prior knowledge 2. Mapping your local area and planning your investigation 3. Recording data in the field 4. Presenting your results Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	Locational knowledge 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 Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography

		Rivers Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Living with Natural Disasters: Volcanoes and Earthquakes Year 3 and 4	Unit aims: pupils will learn about the Earth's tectonic plates, where volcanoes can be found globally, why they erupt and how and why earthquakes occur. Pupils will also learn about human geography relating to these forms of natural disasters and how people live with them. Pupils will conclude the unit by considering whether such events could take place where they live. The unit will conclude with a fieldtrip to a local flood prevention strategy (a local example of natural disaster mitigation). 1. Earth's crust (tectonic plates) 2. Where in the world are volcanoes? Pupils will learn that volcanoes come in many shapes and sizes, but are primarily located at the boundaries between tectonic plates. Pupils will learn about the Pacific Ring of Fire and will be able to locate significant volcanoes around the world. 3. Why do volcanoes erupt?	Locational knowledge 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 Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Physical geography Volcanoes and earthquakes Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Pupils will know why and how an eruption happens, and the type of volcano created (strato or shield volcano). Pupils will also become familiar with the structure of volcanoes and be able to name the key features in a cross section. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be featured as case studies.

4. Volcanoes: a suitable home?

With an average of 25 eruptions per year and approximately 600 million people living on or in the vicinity of volcanoes, we ask the question, 'Why do people live near volcanoes?' In the lesson pupils will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. They will also understand the inherent dangers of living in the foothills of a volcano, from lava, ash, gas to lahars (mud flows).

5. Where do earthquakes take place and why do they happen?

Every thirty seconds there is an earthquake somewhere in the world; each year there are approximately 100 earthquakes that cause serious damage. Where earthquakes are located, why they happen, how they happen and their

	aftermath- on both the landscape and the people most affected- will be examined. The San Andreas Fault, western USA, will be highlighted as a case study. Additional material will also be provided on the Japanese earthquake and tsunami of 2011. 6. Natural disasters near me: what natural disasters could happen on our doorstep? Is the UK volcanic? Could an earthquake take place in the UK? Fieldwork opportunity: visit to local flood prevention schemes Useful resources: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ https://www.rgs.org/schools/teaching-resources/?categories=Keystage2&loadall=1&pageindex=1	
Exploring North America: United States of America Year 5 and 6	Unit aim: to introduce pupils to the key features of the United States of America (USA). It provides a framework for understanding the different environments present within the USA: the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. The unit provides a number of case studies of different places	Locational knowledge 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 Place knowledge Understand geographical similarities and differences

	throughout the USA, and even takes a historical perspective of one city in particular, New York, to examine how a settlement can develop over time. 1. United States of America: an exploration Locating the USA (including identifying all countries that make up the continent of North America). 2. Canyons and Valleys: physical landscapes 3. Challenged by Water: flood and drought 4. Food and Farming: what is grown in the USA and where? 5. New York through time Useful resources: https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/	through the study of human and physical geography of a region of the United Kingdom and a region within North America Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
YEAR 5 and 6		
Exploring South America: Brazil	Unit aims: to introduce pupils to the diverse and unique landscape and culture of Brazil. The unit will cover aspects of human and physical geography.	Locational knowledge Locate the world's countries, using maps: South America (concentrating on their environmental regions, key physical and human characteristics, countries, and major cities).

	By the end of the unit, pupils will: • Be able to locate the continent of South America on a world map and locate the country of Brazil • Know key physical characteristics of the country of Brazil, including different climate biomes and natural resources. Pupils will place Brazil and its physical geography within the context of South America and the rest of the world. • Know key human characteristics of Brazil, including its major cities. • Understand some of the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro. • Understand geographical similarities and differences between geography of Brazil to that of the UK (human and physical). 1. Where is Brazil? This lesson introduces pupils to the importance of locational and place knowledge. It aims to further develop pupils' geographical investigation and questioning skills. Pupils will investigate Brazil through a series of images and soundscapes from which they will be encouraged to share their current knowledge and understanding of Brazil. Pupils will develop their knowledge of the human, physical, locational and geographical regions of Brazil.	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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2. What is the Brazilian climate like?

The aim of this lesson is to build upon the pupils' knowledge and understanding of climate in Brazil. Pupils will study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba). Pupils will then create their own climate graphs which they will compare in the plenary of the lesson to the climate in the UK.

3. Urbanisation: the great tug of war (push/pull)

Within this lesson pupils will investigate the main reasons why so many Brazilians have moved from the north of the country to the south. They will learn what push factors are and what pull factors are.

4. Rio de Janeiro: A city of two halves

Within this lesson, pupils will investigate the similarities and differences between the lives of young people living in different parts of Rio de Janeiro. They will discuss and investigate the question of why sixteen million Brazilians live below the poverty line.

5. The indigenous people of the Amazon rainforest

	This lesson explores the lives of the indigenous people of the Amazon rainforest and aims to develop the pupils' knowledge and understanding of tribes (Awa tribe). 6. What is life like in Brazil? In the final lesson of the unit, pupils will be given the opportunity to present their knowledge and understanding of Brazil. Using a series of images and video clips, the pupils will begin to investigate the huge cultural, physical, and human diversity in Brazil. They will be encouraged to work independently to form their own questions and knowledge about the country. This will encourage the development of geographical enquiry, asking questions of evidence and examining what it might tell us about Brazil. https://www.rgs.org/schools/teaching-resources/brazil/	
Near and Far: Exploring Mountains	Unit aims: pupils will know how mountains are formed, where they are located around the world, within Europe and nationally. Pupils will be introduced to features and characteristics of a mountain range. The unit will cover aspects of human and physical geography. 1. What is a mountain and where can they be found?	Locational knowledge 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 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,

	Pupils will begin by addressing the fundamental question, 'What is a mountain?' They will then establish the location of the main continental mountain ranges. Significant mountain ranges will be highlighted. 2. What are the mountains of the UK and where are they? The highest peaks in the UK will be identified before looking, in depth, at a case study of Snowdon. Pupils will use the Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and plan routes. 3. How are mountains formed? The key question to be investigated is how mountains are formed. The role of plate tectonics, the movement of the Earth's crust, in this formation will be explained. Pupils will gain an understanding of the structure of the Earth and come to know that mountains can be formed in different ways, depending on how the Earth's crust moves. Three formations will be examined in detail: Fold Mountains, Fault Block Mountains and Dome Mountains. In addition to the formation models, mountains exemplifying each formation	coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Mountains Geographical skills and fieldwork Use maps, atlases, globes and digital/computer
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	will also be named and located with particular reference to North and South America and Europe. Finally, pupils will understand that mountain landscapes change over time through erosion. 4. Mountain range features and characteristics In this lesson, pupils will be introduced to different characteristics of a mountain range, including the concept of altitude, weather patterns and also different vegetation and wildlife types. Pupils will learn about the features of a mountain including summits, valleys and foot/base as well as glaciers. Pupils will investigate these features through the case study of Chamonix Mont Blanc, France (in the Haut-Savoy region of the Alps mountain range). 5. Living in the mountains Pupils will learn about the human geography of mountains regions. Pupils will learn about different settlement types, economic activity (tourism) and natural resources. Pupils will investigate these features through the case study of Chamonix Mont Blanc, France (in the Haut-Savoy region of the Alps mountain range).	mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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	6. The Alps and Snowdonia: a comparison Pupils will have the opportunity to compare and contrast the two mountainous regions studied in the unit. Useful resources: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains,-volcanoes/ https://www.rgs.org/schools/teaching-resources/?categories=Keystage2&loadall=1&pageindex=1	
Living on the Coast Year 5 and 6	Unit aims: Pupils will identify and describe the main physical and human geographical features of their wider locality, in this case, Exmouth. Pupils will explore the key topographical features of the Jurassic Coastline. They will also investigate and explore different types of settlement, landuse and economic activity. This unit will provide pupils with the opportunity to develop a range of geographical skills including use of OS maps, observation and fieldwork sketches. <u>A fieldwork investigation of Exmouth's human geography (wider locality fieldwork)</u>	Locational knowledge 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 Place knowledge Understand geographical similarities and differences through the study of human and physical geography

	1. Key geographical questions and prior knowledge 2. Mapping the field site and planning your investigation 3. Recording data in the field 4. Presenting your results Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	of a region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Types of settlement and land use, economic activity Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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