



Helmshore Primary School

Explanations of geography concepts



GEOGRAPHY

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world." - Barack Obama

Subject	Concept	Explanation
GEOGRAPHY	Place	Having a 'sense of place' - simply put, what is the place like? Having the locational knowledge to describe where there are - which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience (what is Helmshore like?) We also have to consider the sustainability of places.
	Space/ human and physical features	How natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies. Looking at how events can change the physical and human world. Physical process - an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.
	Environment	This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both

		opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
	Cultural awareness	Geography is fundamentally concerned with the diversity of people and places on the planet. It is important to explore this with pupils in geography, not to 'show them' the world but to explore it using geographical enquiry, focusing on how people and places are represented in different ways. Basic questions that geography can help pupils address are: Who am I? Where do I come from? Who is my family? What is my 'story'? Who are the people around me? Where do they come from? What is their 'story'? One intention would be to help young people to grow accustomed to diversity, and not to fear it.
	Interconnections	No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.

<u>Year group</u>	<u>Term</u>	<u>Place/ location</u>	<u>Space - human and physical features</u>	<u>Environment</u>	<u>Cultural awareness</u>	<u>Interconnections</u>
Rec	Autumn - School environment	Autumn - my home and school.	Spring - our planet - key features of planet	Spring - Environment -	Autumn and Summer - School environment	Summer - Castles

	Cultural religions and countries		Earth. Features around school.	issues in our community - pollution, picking up litter - climate change.	Cultural religions and countries	Habitats - my country compared to other countries Summer - how to look after animal's habitats, how to look after the environment and have a positive impact.
	Spring - Planet Earth - climate change					
	Summer - Castles Habitats - my country compared to other countries					
Year 1	Autumn - weather	Spring hot and cold place	Summer local area	Autumn Weather	Autumn - weather around the world	Spring hot and cold place
	Spring - hot and cold place	Summer local area				
	Summer - local area airports and trains					
Year 2	Autumn - Where in the world? London	Autumn - where in the world? London	Spring - Comparative study England and Australia	Summer seaside	Spring - Comparative study England and Australia	Spring - Comparative study England and Australia
	Spring - Comparative study England and Australia					
	Summer - Seaside					
Year 3	Autumn - where is Helmshore?	Autumn - Where is Helmshore?	Spring - volcanoes	Summer - Lake District		Autumn - where is Helmshore? - changes over time - local landmarks
	Spring - volcanoes					
	Summer - Lake District					
Year group	Term	<u>Place/ location</u>	<u>Space - human and physical features</u>	<u>Environment</u>	<u>Cultural awareness</u>	<u>Interconnections</u>
Year 4	Autumn - mountains	Spring - Europe	Autumn - Mountains	Summer - rivers	Spring - Europe	Autumn - mountains

	Spring - Europe					
	Summer - Rivers					
Year 5	Autumn - South America	Autumn - South America	Spring - Blackpool	Summer - rainforest - deforestation	Autumn - South America	Summer - rainforests
	Spring - Coastal Blackpool					
	Summer - rainforest					
Year 6	Autumn - North America	Autumn - North America	Summer - Fair Trade	Autumn - North America	Spring - North America	Summer - Fair Trade
	Spring - North America					
	Summer - Fair Trade					

EYFS	Early learning goals	Key knowledge and skills: Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. locations of	Enquiry questions	Key concepts
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		places, names of continents or features of something. Disciplinary Knowledge-Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.		
Autumn	Early learning goals - Describe immediate environment from observation, discussion, stories, and maps Describe immediate environment from observation, discussion, stories, and maps Know some similarities and differences between different religious and cultural communities in this country.	Key knowledge and skills: • Coming to school, school environment Fairy tale environments and vocabulary Bear Hunt environments, local context, awareness of features Story maps Diwali	What is my address? Where do I live? Where is the story set? What are the features of the environment? How does my house compare to others?	Cultural awareness - awareness of other's communities compared to ours. Place - location of school and their home. Home and school environment. My own address.

Spring	Early learning goals - Earth: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Key knowledge and skills: Planet Earth - Our World Earth- (globe and atlases) in Space Environmental issues, climate change. Animal habitats and vocabulary- placing animals on maps Discussing important members of society, people who help us	What is our planet like? What is life like in the country? How does my home town compare to others? Where do animals live and why?	Environment - issues in our community - pollution, picking up litter - climate change. Space - our planet - key features of planet Earth. Features around school.
Summer	Early learning goals - Describe immediate environment from observation, discussion, stories, and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read. Describe immediate environment from observation, discussion, stories, and maps Explain some similarities and differences between life in this country and life in other countries.	Key knowledge and skills: • Local Castles (Clitheroe, Skipton) environments and vocabulary Special places Outdoor environments, features, Minibeast habitats and vocabulary, contrasting environment and creatures e.g. rainforest Mapping	What is the location of different castles? What is a castle and how and why was it built? What are the environments around a castle? How does my country compare to others? What is a map?	Cultural awareness - other cultures and communities. Interconnections - how to look after animal's habitats, how to look after the environment and have a positive impact.

Year 1	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge- Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key concepts
Weather	National curriculum requirement: Geography Key Stage 1: • 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. • Use directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Key knowledge and skills: • Know the names of the four countries that make up the UK and name the three main seas that surround the UK. • Name the four seasons of the year and know the weather associated with each. • Know which is the hottest and coldest season in the UK. • Know and recognise main weather symbols. how the seasons are linked with the months of the year (Spring, Summer, Autumn, Winter- links to months) • what the weather is like in spring (early sunrise, late sun fall, animals being born, growth of flowers) • what the weather is like in summer (hot, sunny, activities to do: beach, BBQs, picnics.) • what the weather is like in autumn (mild and dry or wet and windy, leaves falling from trees. Lower temperatures, animals preparing for hibernating) • what the weather is like in winter (cold, freezes, snow, rain, wind, fog, gloomy, winter clothes, winter activities.) • How to compare the four seasons (weather, animals, plants/trees) Locate the UK on a world. Identify the countries and capital cities of the UK. Describe where we live.	What is the weather like today? Why is the weather so important for people? Where in the world will be find extreme weather? Weather symbols	Environment – how we can care for our environment in different seasons, the process of change in each season – seasonal change. Cultural awareness – animals from different locations around the world and the continents compare to ours. How people live in different seasons around the world.

Hot and cold places	National curriculum requirement: Geography Key Stage 1: ♣ 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; ♣ 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.	Key knowledge and skills: • Pupils should name the four seasons of the year and know the weather associated with each. • Pupils should know where the equator is and point to it on a globe. • Pupils should know where the North and South Poles are and point to them on a globe. • Pupils should know which animals live close to the equator, North Pole and South Pole.	What are the features of hot and cold places in the world? Where is the equator, North Pole, South Pole on a globe? Which is the hottest and season in the UK?	Place/ location - sense of hot and cold places around the world. Locating the hot and cold places on a globe. Identify continents and countries. Interconnections - how different people live around the world and how they live different to us. How to look after our world and how people can effect places.
The local area - field work	National curriculum requirement: Geography Key Stage 1: • Use world maps, atlases and globes; • Use simple compass directions; • Use aerial photos, construct simple maps; • Undertake simple fieldwork within school locality.	Key knowledge and skills: • Know which is N, E, S and W on a compass; • Know their address, including postcode; • Know the name of their nearest town or city; • Be able to locate their town or city on a map of the United Kingdom. Field Work Know the names of the 4 countries that make up the UK, know the names of the 3 seas that make up the UK, know the name of and locate the 4 capital cities of England, Wales, Scotland and Northern Ireland.	What are the local landmarks in your local area? What are the features of your local area? Can you follow a route on a map around school? What is our school building like and school grounds? Where do you live? What is your address? What is the name of the nearest town and city? What are the 4 compass points?	Place/ location - awareness of where they live and locate on a map. Use of aerial photos of Helmshore. Field work - houses/ traffic in our local area. Space - physical and human features - local landmarks and physical and human features in our local area. How our local area is changing and how to look after our environment.

Year 2	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge -Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key concepts
Where in the world, continents/ oceans London	National Curriculum requirement: Geography Key Stage 1: • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries. .	Key Knowledge and skills: • Know the names of all the four countries in the UK; • Know the names of all the capital cities for each of the four countries in the UK; • Name the three seas that surrounds the UK; • Identify where London is on a UK map	Why is London our capital city? What is meant by the term capital and why is London our capital city? How can we get around London? Why are London's buildings famous?	Place/ location - location of the 7 continents and the countries of the UK - cities of the UK and location of London.
Comparative study Non European Study Australia and England National curriculum requirement:	National Curriculum requirement: Geography Key Stage 1: • 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. • Name	Key knowledge and skills: • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world. • Know the main differences between a place in England and that of a small place in a non-European country Australia Great Barrier Reef. Where the UK, the equator and the poles are on a world map. To know the land features and climate of the UK and Australia and	Where would you want to live London or Australia? Do all countries have seasons like we do? What is the main difference between living in Australia and living where we live? Which animals and fruit would you find in Australia but not in England?	Space - human and physical features - physical and human features of Australia compared to England. Cultural awareness - awareness of how others live in Australia. Geographical enquiry - how others live around the world.

	and locate the world's seven continents and five oceans.	compare them. To identify physical and human features in photos. Locate Australia on a world map and identify the country of Australia. the climate and weather of Australia (hot and dry-cool in evening and morning) • Some of the animals of Australia. To know about the landscapes of Australia. To know about about the people and culture of Australia To compare similarities and differences between Australia and the UK (country sides, villages, beaches, school life, farming.		Interconnections - life in Australia compared to life in England. Advantages and disadvantages of life in England and Australia.
Seaside resorts field work	National Curriculum requirement - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Human and 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	Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To locate seaside resorts in the UK.	Geographical enquiry - Can they label a diagram or photograph using some geographical words? • Can they find out about the seaside by using different sources of evidence? • Can they find out about the seaside by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? Physical geography - Can they describe some physical features of own locality? • Can they explain what makes the seaside special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'?	Environment - The locality of seaside and how to look after our seaside.

	South Poles ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		Human Geography - Can they describe some human features of the seaside, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? Geographical knowledge - Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?	
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Year 3	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge -Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key concepts
Where is Helmshore? Field work	National curriculum requirement: Geography Key Stage 2: • 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. • 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.	Key knowledge and skills: • Know the names of and locate at least eight counties and at least six cities in England. • Know how to plan a journey within the UK, using a road map. • Know and understand key aspects of human geography, including economic activity. Fieldwork	Where in the UK is Helmshore? Who lives in Helmshore? How do people get in and out of Helmshore?	Place/ location - Helmshore location, the land uses in our local area, aerial photos and the use of sketch maps. Interconnections - how our town is connected to other areas. Land use patterns. Economic activity in our local area.

Volcanoes	National Curriculum requirement: • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Key Knowledge and skills: • Label the different parts of a volcano; • Know the names of a number of the world's highest mountains; • Know the names of four countries from the southern and four from the northern hemisphere; • Know how a volcano becomes active; • Know why people choose to live beside a volcano. <i>Locate different volcanoes.</i>	What are the most famous volcanoes in the world? Where are the most famous volcanoes in the world? Where are the world's most famous volcanoes and which are active and dormant?) How do volcanoes impact on the lives of people and why do people choose to live near them?	<i>Space – human and physical features</i>
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Lake District	National curriculum requirement: • Understanding human and physical geography, developing map reading skills, and investigating the impact of humans on the environment. Specifically, children can learn about the unique landforms, including lakes, mountains, and valleys, and how they were formed through geological processes. They can also explore the human impact on the area, such as tourism and agriculture, and the importance of conservation issues.	Key knowledge and skills: • Year 3 students can learn about the different types of landforms in the Lake District, such as mountains, lakes, and valleys, and how they were formed. Map Skills: Students can develop their map reading skills by using maps to locate key features in the Lake District, such as Windermere, Scafell Peak, and the town of Hawkshead. Human Geography: Students can investigate the impact of humans on the Lake District, such as the effects of tourism, farming, and conservation efforts. Physical Geography: Students can explore the natural features of the Lake District, such as its lakes, rivers, and forests, and how they are affected by climate and geology. Geological Processes: Year 3 students can learn about the formation of the Lake District, including the role of glaciers and tectonic plates. Environmental Impact: Students can discuss the importance of protecting the Lake District's environment, including its natural resources and wildlife.	Enquiry Question – Water Pollution in the Lake District – is it really a problem?	Environment
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Year 4	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge -Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key concepts
Mountains	National curriculum requirement: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locational Knowledge: Know where the main mountain regions are in the UK. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live. Human and Physical: Know the name and number of the world's highest mountains. Skills and Fieldwork: To use maps to observe and identify higher ground using contour lines and OS symbols Key knowledge and skills: Know how a mountain was formed; Know the names of some of the world's highest mountains; Know where the main mountain regions are in the UK; Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map;	Where are the world's highest and most famous mountains? How are mountains formed? How do people live on and enjoy mountains?	Space - human and physical features - features of mountains, locations of mountains around the world. Interconnections - how people affect places and places affect people - living near or on a mountain. Cause and effect within places near a mountain.

		Use maps and globes to locate the Equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.		
Europe	National curriculum requirement 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.	Key knowledge and skills to be acquired Know the names of and locate at least eight European countries and capitals on a map; Know at least five differences between living in the UK and a Mediterranean country; Know the key physical and human characteristics of the Mediterranean. Locational Knowledge Locate the world's countries, using maps, globes etc to focus on Europe (including the location of Russia). Identify the position of Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know the difference between the northern and southern hemisphere. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live. Explain clearly the main differences between a village, town and city. Skills and Fieldwork: Use the map to locate European countries and capitals. Know and name eight points of the compass.	How much do we know about European countries? Why do so many British people enjoy going to the Mediterranean for their holiday? What do we know about Europe's most famous cities and landmarks? What can we learn from the city of Freiburg about how to live in a more environmentally friendly way? Sustainability thread	Place/ location - places within Europe. Comparing UK to a country in Europe. Cultural awareness - comparing and understanding of the life in Europe to ours, different ways of living and different cultures.

Rivers field work	National curriculum requirements 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 . Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Key Knowledge and Skills Know, name and locate the main rivers in the UK; Know and label the main features of a river; Know the name of and locate a number of the world's longest rivers. Locational Knowledge: Know where the main rivers are in the UK. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live. Human and Physical: Know and label the main features of a river. Know the name and locate the number of the world's longest rivers. Know why most cities are situated close to a river. Explain the features of the Water Cycle.	How a river is formed and where are the most well-known rivers of the UK? How can you create a model of a river from source to mouth? What impact do rivers have on the lives of people?	Environment - how areas change, the impact of a river flooding, the water cycle. How climate and physical can impact how people live.
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Year 5	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge-Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key concepts
South America	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Know the names of, and locate, a number of South American countries; • Know about time zones and work out differences; • Know main human and physical differences between developed and developing countries; • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.; • Know key physical and human characteristics of a chosen location in South America.	Where is South America and what are its main geographical features? What fruits and other natural resources is Brazil famous for? What do we mean by the term 'street children'? and what is the impact? How does a child life's in South America compare to ours?	Place/ location - locating South America. Consider the sustainability of South America and how life can be impacted. Where is South America? Specific knowledge of the location. Cultural awareness - life in South America compared to our lives. How life is impacted by the physicality. Compare poor and rich areas of South America.
How did Blackpool grow to become one of the UK's favourite seaside resorts?	Map work - Identify the locations of features using coordinates. • Locate places and features on a range of smallscale maps (maps of the world). • Use four-figure grid references to identify features on a map, including using a key. • Use lines of latitude and longitude on a map	Map work - Identify the locations of features using coordinates. • Locate places and features on a range of smallscale maps (maps of the world). • Use four-figure grid references to identify features on a map, including using a key. • Use lines of latitude and longitude on a map of the world to locate a place (e.g., a country).Field work - Draw a map of a journey taken (to the Church etc.) that includes human and physical	Where is Blackpool situated and how has the resort changed? Why was Blackpool's location important for its growth? What do we learn from Blackpool's coastline? How can maps help us to find out about	Space - human and physical features - physical and human features of deserts, how life has changed our time, settlements and land use.

	of the world to locate a place (e.g., a country). Field work - Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale). • Use sketches as evidence in an investigation Data collecting - Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables. • Select evidence from the range that is most reliable, considering validity and bias.	features (not to scale). • Use sketches as evidence in an investigation Data collecting - Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables. • Select evidence from the range that is most reliable, considering validity and bias.	Blackpool and Helmsore? What special attractions draw people to Blackpool?	
Rainforests	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. Describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	Pupils should know what a biome is; Pupils should know where many of the world's rainforest are situated; Pupils should know about the main features of a rainforest; Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor. Use a world map to locate many of the world's rainforests. To understand what is meant by a biome (major ecological community extending over a large area and usually characterised by plants and animals which are adapted to that particular environment). To learn about the main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater.	What is a rainforest and why should they matter to us all? Why is the rainforest endangered and what does this mean to the world? Why should we all be concerned about the Amazon rainforest? Sustainability - Enquiry discussion- Explain why the reduction in trees in	Environment - the impact of deforestation, how people effect the rainforest, how we can improve the rainforest and save rainforests. Interconnections - how people can improve the life of the rainforest. How interconnections have significant influences on the characteristics of places and on changes in the rainforest.

	earthquakes, and the water cycle.		the Amazon rainforest causes issues for the climate.	
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Year 6	National curriculum requirements:	Key knowledge and skills: Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something. Disciplinary Knowledge- Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.	Enquiry questions	Key Concepts
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Where North America is and what are its geographical features?	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) 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.	Locational Knowledge: World Geography: Physical: ~ Continents of the World ~ Revise significant lines of latitude and longitude ~ Climate zones around the World. Locational Knowledge: North America ~ Locate countries of N. America: Environmental regions, key physical features - rivers and mountains, landmarks and major cities. Place Knowledge: Identify and compare geographical similarities and differences in N America to a region in UK Links with English work: Specific Focus on Tornado Alley: What is a Tornado?	How does North America compare to where I live? What are they physical features of North America? What are the similarities and differences in N America and where I live?	Place/ location - the location of North America, location of seas and oceans. Physical features of North America. Environment - culture in North America, how it compares to our life. Climate zones. Key features of North America. Environment regions. Cultural awareness - how does life in North America compare to ours. Identify how others live through geographical enquiry.
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Fair trade sustainability thread	National Curriculum Requirements: In Year 6 Geography, key skills linked to Fair Trade include using maps and globes, comparing different places, and understanding the human and physical characteristics of locations involved in global trade. Students will also develop skills in analyzing data, such as trade figures, and connecting them to the benefits of Fair Trade for producers in less developed countries.	Key Knowledge and Skills Locational Knowledge and Map Skills: Locating countries involved in global trade, including those with Fair Trade initiatives, on maps and globes. Comparing the physical and human geography of different locations along the Fair Trade supply chain, like a cotton garment's journey from Peru to Europe. Understanding how natural resources and climate influence trade patterns. Analyzing Data and Information: Using data to understand trends in global trade, like the volume of Fair Trade products sold. Identifying data needed to solve problems related to trade and Fair Trade. Analyzing the positive impacts of Fair Trade on communities, such as improved working conditions and wages. Understanding Fair Trade and its Significance: Learning about Fair Trade principles and how they ensure a fair price for producers. Exploring the benefits of Fair Trade, including better working conditions, environmental sustainability, and social responsibility. Understanding how Fair Trade can contribute to poverty reduction and economic development in less developed countries. Examples of Fair Trade products and their origins: Locating the origins of Fair Trade products, like coffee beans from Ethiopia or chocolate from Ghana, on a map. Comparing the physical geography of these locations to the UK and identifying how geography influences trade. Connecting Learning to Real-World Issues: Discussing the ethical considerations of global trade and the importance of Fair Trade. Exploring how consumers can choose Fair Trade products and support Fair Trade initiatives. Understanding the role of Fair Trade in promoting sustainable development and social justice.	Sustainable trade – Human and physical geography – fair trade where does our food come from?	Space/ human and physical features Interconnections
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