	<p>Year 3</p>	<p>Topics:</p>	<p>Ancient Egypt (mainly history based)</p>	<p>Stone Age, Bronze Age, Iron age (history)</p>	<p>Delving into Derbyshire</p>	<p>Rainforest</p>	
<p><u>Key geographical concepts:</u></p> <ul style="list-style-type: none"> • The physical world: The land, water, air and ecological system; landscapes; and the processes that bring them about and change them. • The human environment: Societies, communities, and the human processes involved in understanding work, home, consumption and leisure – and how places are made. • Interdependence: Linking the physical world and human environments and understanding the concept of sustainable development. 			<ul style="list-style-type: none"> • Place and space: Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns. • Scale: The ‘zoom’ lens through which the subject matter is ‘seen’, and the significance of local, regional, national, international and global perspectives. • Young people’s lives: using their own images, experiences, meanings and questions; ‘reaching out’ to children and young people as active agents in their learning. 				
<p><u>Intent</u></p> <p>As the children develop as geographers at Ravensdale Juniors, we aim for them to become more conscious and proactive in the role that they have within their local environment, the United Kingdom and the wider world. Children need to understand the physical and human similarities and differences between places and their cultures so that they are able to recognise how these have changed over time. We aim to inspire and enthuse our pupils so that they leave our school with the desire to explore the world for themselves while doing so in a positive and sustainable manner.</p>			<p><u>Implementation</u></p> <p>One or two geography focused topics are taught in each year group for either a half term or a full term depending on the content. Geographical links are made in history based topics where it is relevant and effective to deepen children’s wider understanding of the world. Teachers use a variety of strategies to support pupils in asking and answering geographical questions as well as finding, organising and analysing geographical information. Where the topic provides the opportunity to, children are taken outside (both in and out of school) to engage in local fieldwork.</p>		<p><u>Impact</u></p> <p>The impact and measure of this is to ensure that children at Ravensdale Juniors are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p> <p>We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.</p>		

Prior learning:	Future learning:
<p>KS1 National Curriculum requires children to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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. 	<p>Year 4 topics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What a disaster! <ul style="list-style-type: none"> Understand that there is a difference between weather and climate. Understand that not all of the world’s geographical disasters/issues are natural or physical <input checked="" type="checkbox"/> Britain’s Got Talent <ul style="list-style-type: none"> Locate some major urban areas with the UK on a map/atlas Be able to identify the type of settlement a place is from features shown on an OS map/digimaps/road maps Explain why people are attracted to the type of settlement they choose to live in. Use a legend to identify a range of OS symbols. <p>Year 5 topics (Biomes and climate)</p> <ul style="list-style-type: none"> Know the features of a biome. Understand that a biome often spreads over several countries/continents Explain the difference between a biome and an ecosystem. Understand the role of the water cycle and explain the different parts. Explain how land use and distribution of natural resources – energy, food, water and minerals - is partially dependent on the biome they reside in <p>Year 6 topics (Incredible India, Find Your Way – map skills)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incredible India <ul style="list-style-type: none"> Explain the difference between longitude and latitude and identify these on a map/globe Describe in detail some of the significant physical features located in India Understand that there is more than one type of climate in India, depending on geographical location and compare this to a previously studied country <input checked="" type="checkbox"/> Find Your Way (Map Skills) <ul style="list-style-type: none"> Using a map of the globe identify/label the equator, the tropics of Cancer and Capricorn, longitude and latitude, Arctic and Antarctic circles as well as the Prime Meridian. Locate a range of places and landmarks on OS maps of the UK Locate human and physical features on OS maps Read symbols and map keys to describe the features of a specified area Give directions and instructions to eight cardinal points Use and generate four and six figure grid references to pinpoint a specific place or landmark Understand how distance is represented on a map Locate the same point/landmark on a physical OS map and a digital map Interpret a range of sources of geographical information, including maps and aerial photographs.

What pupils need to know or do to be secure

Rivers is a theme that is woven throughout the history and geography topics of Year 3

*Often more than one point of key learning/knowledge will be covered in a session. To be used in conjunction with the geographical understanding, skills and enquiry table underneath *

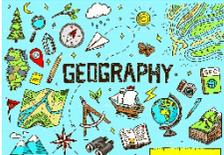
Ancient Egypt (mainly history based)	The Amazing Amazon What has the rainforest got to do with me?	Rivers Where does our water come from?	Delving into Derby (land use and rivers) Why is Derby such a great place to live?
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning /knowledge
<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> ▪ Know which continent Egypt is located in and its climate ▪ Know what is meant by the term ‘tropics’ and how this links to Egypt and its climate ▪ Locate Egypt on a map of the world and describe its position in relation to the UK ▪ Name the major river that runs through the country ▪ Understand how the River Nile was used by society during that period of time ▪ Understand that the River Nile provides a valuable source of food, irrigation for crops and water. ▪ Explain the importance of the River Nile for transportation in Ancient Egyptian society ▪ Name and describe more than one human use for the River Nile 	<ul style="list-style-type: none"> ▪ Name and locate some countries where rainforests are found in the world ▪ Find the Equator on a map. ▪ Describe what the weather is usually like in a tropical climate. ▪ Understand the connection between the tropics, the equator and the climate of a rainforest ▪ Know which continent the Amazon rainforest is in ▪ Name several countries that the Amazon rainforest covers ▪ Name the four layers of a rainforest and describe the climate for each. ▪ Describe and explain some ways in which the Amazon river is used by humans, animals and the environment. (suggestion - compare this to rivers from previous topics – Nile, Thames and Derwent) ▪ Understand what deforestation means and explain some of the effects humans are having on rainforests. (UN sustainable development goal – 15 life on land) 	<p><i>This may provide a good starting point to dip in to for the medium term plan</i> https://www.rgs.org/schools/teaching-resources/rivers-1/</p> <ul style="list-style-type: none"> ▪ Know and describe the key features of a river system and how they are formed ▪ Understand that the features and landscape change from source to mouth ▪ Look at a range of geographical sources (e.g. maps, photographs and satellite images) and identify physical features ▪ Understand and explain why rivers don’t travel in straight lines and how physical (erosion and deposition) and human features (bridges, reservoirs, leisure activities etc) impact this ▪ Name the main river of Derbyshire and at least one other river that runs through the county ▪ Explore an issue linked to rivers (suggestion - pollution or flooding) and be able to identify and explain some of the causes and some ways of managing the issue (UN sustainable development goal – 14 life below water) <p>Potential fieldwork trip</p> <ul style="list-style-type: none"> ▪ Whistlestop discovery centre https://www.derbyshirewildlifetrust.org.uk/wild-outings-schools 	<ul style="list-style-type: none"> ▪ Describe and locate the position of Derby on a map of the UK. ▪ Name the county that Derby resides in and at least two nearby counties. ▪ Describe whereabouts in Derby they live using up to 8 points of a compass (e.g. Mickleover is in the south west of Derby) ▪ Generate a map showing a possible route between two places in Derby using street maps, google maps or digimaps (suggestion – a possible route from their home to school) ▪ Use directional language to explain a route between two places ▪ Describe and explain how several localities (e.g. Mickleover, Pear Tree and Derby City) have changed over time (1890s, 1950s and present) with reference to human features (e.g. land use, purpose, housing, density) ▪ Using a map and supporting photos, identify a range of uses for residential and commercial buildings within a locality and be able to describe their function (e.g. Mickleover or Pear Tree) ▪ Compare maps and photographs of different eras but of the same area of Derby to identify similarities and differences ▪ Give suggestions about what the differences might tell them about why a

		<p><i>measuring water flow, investigating what lives in the river, is it clean enough for otters to live in it</i></p> <ul style="list-style-type: none"> <i>Duke Street to Woodrows Pond, Darley park – looking at features of the River Derwent</i> 	<p><i>place has changed (e.g. Mickleover and Pear Tree railway stations, construction of A38, Rolls Royce opening)</i></p>	
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	
<p><u>Ancient Egypt topic</u></p> <ul style="list-style-type: none"> Africa Continent Tropic of Cancer Tropic of Capricorn Equator Mediterranean Sea Red Sea River Nile River landscape Irrigation Names of neighbouring countries Transportation 	<ul style="list-style-type: none"> Rainforest Climate Tropics Tropic of Cancer Tropic of Capricorn Tropical Forest floor Understudy Canopy Emergent Habitat Amazon river Deforestation Soil erosion 	<ul style="list-style-type: none"> Impact Species Native Tribes Human effect 	<ul style="list-style-type: none"> Source Meander Flood plains Tributary Confluence Ox bow lake Main channel Mouth Erosion Deposition Prevention Dams Barriers Sand banks Vegetation 	<ul style="list-style-type: none"> Locality Land use Commercial Residential Function Housing types Settlement pattern – linear, dispersed, nucleated Compass points Cardinal directions (North, South, East, West) Ordinal directions (North East, North West, South East, South West) County/ counties

Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
<p>The UK and Local Area</p> <ul style="list-style-type: none"> Describe and locate the position of Derby on a map of the UK. Name and locate counties and cities close to Derby/Derbyshire Know, name and locate at least two rivers that are in the UK <p>The world and continents</p> <ul style="list-style-type: none"> Locate and name at least four countries from South America Know what is meant by the term ‘tropics’ Identify the equator, Tropic of Cancer and the Tropic of Capricorn on a world map Know the names and locations of a number of the world’s major rivers on a map 	<p>Physical Geography</p> <ul style="list-style-type: none"> Describe and explain the main features of a river Describe the physical features in a locality (Derby) Understand and use appropriate symbols to represent different physical features on a map Explain the layers of a rainforest – case study Amazon Rainforest <p>Human Geography</p> <ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers Describe human features of a locality (Derby/ Derbyshire) Explain why a locality has certain human features (e.g. Why does Derby have a cathedral?) Explain how the lives of people living in South America would be different from their own 	<p>Map and Atlas work</p> <ul style="list-style-type: none"> Use the contents and index of an atlas to be able to identify the correct page number of a map or specified location Use maps and globes to locate the equator and the Tropics of Cancer and Capricorn Identify key features of a locality using a map (OS map, road map, google maps or digimaps) Plot North, South, East and West on a map Identify and name a point of interest (human or physical) from a specified 4 figure grid reference Make and use simple route maps Create a map of a short route with features in correct places. <p>Fieldwork and Investigation</p> <ul style="list-style-type: none"> Know and name the four main points of a compass

Interdependence

- *Discuss flooding linking to rivers (e.g. Derwent and the Nile). Is it always considered bad and who is responsible?*
- *Provide some strategies which may have a positive impact on reducing the effects of flooding*
- *Use correct geographical vocabulary to describe a place and the activities that happen there*

 	<p>Year 4</p>	<p>Topics:</p>	<p>What a disaster! Extreme Earth</p>	<p>Britain's Got Talent (UK study)</p>	<ul style="list-style-type: none"> • Place and space: Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns. • Scale: The 'zoom' lens through which the subject matter is 'seen', and the significance of local, regional, national, international and global perspectives. • Young people's lives: using their own images, experiences, meanings and questions; 'reaching out' to children and young people as active agents in their learning.
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<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>As the children develop as geographers at Ravensdale Juniors, we aim for them to become more conscious and proactive in the role that they have within their local environment, the United Kingdom and the wider world. Children need to understand the physical and human similarities and differences between places and their cultures so that they are able to recognise how these have changed over time. We aim to inspire and enthuse our pupils so that they leave our school with the desire to explore the world for themselves while doing so in a positive and sustainable manner.</p>	<p>One or two geography focused topics are taught in each year group for either a half term or a full term depending on the content. Geographical links are made in history based topics where it is relevant and effective to deepen children's wider understanding of the world. Teachers use a variety of strategies to support pupils in asking and answering geographical questions as well as finding, organising and analysing geographical information. Where the topic provides the opportunity to, children are taken outside (both in and out of school) to engage in local fieldwork.</p>	<p>The impact and measure of this is to ensure that children at Ravensdale Juniors are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p> <p>We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.</p>

Prior learning:	Future learning:
<p>Year 3 topics (Delving into Derbyshire, the Amazing Amazon, Rivers)</p> <ul style="list-style-type: none"> ➤ Look at a range of geographical sources (e.g. maps, photographs and satellite images) and identify physical features ➤ Explore an issue linked to rivers be able to identify and explain some of the causes and some ways of managing the issue ➤ Describe and locate the position of Derby on a map of the UK. ➤ Name the county that Derby resides in and at least two nearby counties. ➤ Describe whereabouts in Derby they live using up to 8 points of a compass ➤ Describe and explain how several localities have changed over time with reference to human features ➤ Using a map and supporting photos, identify a range of uses for residential and commercial buildings within a locality ➤ Compare maps and photographs of different eras but of the same area of Derby to identify similarities and differences 	<p>Year 5 topics (Biomes and climate)</p> <ul style="list-style-type: none"> ➤ Make detailed sketches maps and plans to aid their explanations to geographical investigations ➤ Understand the role of the water cycle and explain the different parts. <p>Year 6 topics</p> <ul style="list-style-type: none"> ☑ Incredible India <ul style="list-style-type: none"> ➤ Explain the difference between longitude and latitude and identify these on a map/globe ➤ Know what the Prime Meridian is and that the world is split into time zones using this ➤ Understand that there is more than one type of climate depending on geographical location ☑ Find Your Way – map skills <ul style="list-style-type: none"> ➤ Using a map of the globe identify/label the equator, the tropics of Cancer and Capricorn, longitude and latitude, Arctic and Antarctic circles as well as the Prime Meridian. ➤ Use a time zone map to work out what the time is in another country ➤ Interpret distribution maps and use thematic maps for information

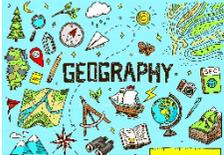
What pupils need to know or do to be secure

*Often more than one point of key learning/knowledge will be covered in a session. To be used in conjunction with the geographical understanding, skills and enquiry table underneath *

What a disaster! (physical disasters) How does the world destroy itself?	Britain's Got Talent (UK study) What does Britain look like today?
<i>Key learning / knowledge</i>	<i>Key learning / knowledge</i>
<ul style="list-style-type: none"> ▪ Understand that the Earth has layers inside and give a basic description of the internal structure ▪ Understand what tectonic plates are and explain how they have shaped the world we live in ▪ Locate key mountain ranges of the world ▪ Explain how mountains are formed (tectonic plates and volcanic structures) ▪ <i>Describe what the weather is usually like on a mountain</i> ▪ Understand that there is a difference between weather and climate ▪ Know the causes of earthquakes and how they are measured/recorded ▪ <i>Give some locations of where earthquakes have occurred</i> ▪ Know what a volcano is and how they are formed ▪ <i>Label the different parts of a volcano – case study Mount St Helens</i> ▪ <i>Describe the impact (positive and negative) volcanoes have on people's lives (linked to case study)</i> ▪ Understand that not all of the world's geographical disasters/issues are natural or physical ▪ Explore a man-made environmental disaster and the human impact (suggestions – plastic and waste pollution or avalanches/landslides) ▪ <i>Know about the United Nation's 17 Sustainable Development Goals (https://globaldimension.org.uk/resources/worlds-largest-lesson/)</i> ▪ <i>Discuss ways in which everyone could help to achieve these goals by 2030 (suggestion – focus on goal 12)</i> 	<ul style="list-style-type: none"> ▪ Know the difference between the British Isles, Great Britain and the United Kingdom ▪ Locate some major urban areas within the UK on a map/ atlas ▪ Identify physical and topographical features of different types of UK settlements (e.g. Edinburgh city and a coastal town) ▪ Be able to identify the type of settlement a place is from features shown on an OS map/ digimaps/ road map ▪ Explain why people are attracted to the type of settlement they choose to live in ▪ <i>Give suggestions of ways in which a locality could be changed and improved (suggestion – Mickleover or Derby)</i> ▪ Know where the main mountain ranges are in the UK and the features these typically have ▪ Know and explain the difference between a mountain and a hill ▪ Focusing on a valley case study in the UK (suggestion Dovedale), use a legend to identify a range of OS symbols (e.g. public facilities, roads, paths, tourism and leisure) <li style="background-color: yellow;">▪ Identify areas of higher ground on a OS map using the legend as well as other physical features and give 4-fig grid references (e.g. slopes, outcrop, scree etc) ▪ <i>Articulate why people might visit mountains and hilly areas</i> ▪ <i>Describe positive and negative effects of tourism on an area (suggestion Snowdonia)</i> <p style="color: red; margin-top: 10px;">Potential fieldwork trip</p> <ul style="list-style-type: none"> ▪ <i>Trip to Dovedale – use preliminary work to plan a route on an OS map from the car park to Ilam/ Milldale. Fieldwork of physical and human features of the area</i>
<i>Key vocabulary</i>	<i>Key vocabulary</i>
<ul style="list-style-type: none"> ○ Northern Hemisphere ○ Southern Hemisphere ○ Crust ○ Mantle ○ Outer core ○ Inner core ○ Tectonic plates 	<ul style="list-style-type: none"> ○ Ash ○ Crater ○ Vent ○ Seismograph ○ Magnitude ○ Richter scale ○ Aftershock
<ul style="list-style-type: none"> ○ British Isles ○ Great Britain ○ United Kingdom ○ Urban ○ Rural ○ Settlements ○ Hamlet 	<ul style="list-style-type: none"> ○ Hill ○ Peak ○ Valley ○ Summit ○ Foot ○ Slope ○ Contours

<ul style="list-style-type: none"> ○ Mountains (ranges) ○ Lava ○ Magna 	<ul style="list-style-type: none"> ○ Weather ○ Climate ○ United nations ○ Sustainable development 	<ul style="list-style-type: none"> ○ Village ○ Town ○ City ○ Locality ○ Mountain (ranges) 	<ul style="list-style-type: none"> ○ Ordnance Survey ○ Legend (on a map) ○ Aerial photograph ○ Tourism
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<i>Geographical Knowledge</i>	<i>Geographical Understanding</i>	<i>Geographical Skills and Enquiry</i>
<p style="text-align: center;">The UK and Local Area</p> <ul style="list-style-type: none"> ● Locate and describe some physical and human characteristics of the UK <p style="text-align: center;">The world and continents</p> <ul style="list-style-type: none"> ● Identify, locate and name a number of the world's highest mountain ranges ● Identify the Northern Hemisphere and Southern Hemisphere and give countries that are located in each. 	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> ● Explain the causes of an earthquake ● Describe and explain how volcanoes are formed ● Know the features of the water cycle *covered in Science <p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> ● Identify and sequence a range of settlement sizes from a hamlet to a city. ● Describe the characteristics of settlements within different functions (e.g. coastal towns) ● Use appropriate vocabulary to describe the main land uses with urban areas ● Identify key characteristics of rural areas. <p style="text-align: center;">Interdependence</p> <ul style="list-style-type: none"> ● Understand how physical processes can cause hazards to people ● Describe some advantages and disadvantages of living in hazard prone areas – case study 	<p style="text-align: center;">Map and Atlas Work</p> <ul style="list-style-type: none"> ● Use maps and atlases to locate European countries and capitals (including Russia) ● Label the same features on an aerial photograph and on a map (e.g. when studying features of a village, town or city) ● Recognise that contours show height and slope. ● Locate photos of features on maps. ● Use the scale bar to estimate and calculate some distances. ● Give maps a key with standard OS symbols ● Use and articulate four-figure grid references to locate points of interest on an OS map <p style="text-align: center;">Fieldwork and Investigation</p> <ul style="list-style-type: none"> ● Know and name the eight points of a compass ● Know how to plan a journey within the UK, using a road map (e.g. how to get to _)

 	<p>Year 5</p>	<p>Topics:</p>	<p>Evolution of space travel (mainly history)</p>	<p>Biomes, climate, weather</p>	<p>?</p>
<p><u>Key geographical concepts:</u></p> <ul style="list-style-type: none"> • The physical world: The land, water, air and ecological system; landscapes; and the processes that bring them about and change them. • The human environment: Societies, communities, and the human processes involved in understanding work, home, consumption and leisure – and how places are made. • Interdependence: Linking the physical world and human environments and understanding the concept of sustainable development. 			<ul style="list-style-type: none"> • Place and space: Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns. • Scale: The ‘zoom’ lens through which the subject matter is ‘seen’, and the significance of local, regional, national, international and global perspectives. • Young people’s lives: using their own images, experiences, meanings and questions; ‘reaching out’ to children and young people as active agents in their learning. 		
<p><u>Intent</u></p>		<p><u>Implementation</u></p>		<p><u>Impact</u></p>	
<p>As the children develop as geographers at Ravensdale Juniors, we aim for them to become more conscious and proactive in the role that they have within their local environment, the United Kingdom and the wider world. Children need to understand the physical and human similarities and differences between places and their cultures so that they are able to recognise how these have changed over time. We aim to inspire and enthuse our pupils so that they leave our school with the desire to explore the world for themselves while doing so in a positive and sustainable manner.</p>		<p>One or two geography focused topics are taught in each year group for either a half term or a full term depending on the content. Geographical links are made in history based topics where it is relevant and effective to deepen children’s wider understanding of the world. Teachers use a variety of strategies to support pupils in asking and answering geographical questions as well as finding, organising and analysing geographical information. Where the topic provides the opportunity to, children are taken outside (both in and out of school) to engage in local fieldwork.</p>		<p>The impact and measure of this is to ensure that children at Ravensdale Juniors are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.</p>	

<p>Prior learning linked to Year 5’s learning:</p>	<p>Future learning:</p>
<p>Year 3 topics (Delving into Derbyshire, the Amazing Amazon)</p> <ul style="list-style-type: none"> ➤ Name and locate some countries where rainforests are found in the world ➤ Find the equator on a map. ➤ Know which continent the Amazon rainforest is in and some countries it covers ➤ Describe the main layers of a rainforest ➤ Describe and explain some ways in which the Amazon river is used by humans, animals and the environment. ➤ Use the 8 points of a compass to describe the position of a country or settlement. <p>Year 4 topics (What a disaster! Britain’s Got Talent)</p> <ul style="list-style-type: none"> ➤ Understand the difference between weather and climate ➤ Generate ideas to reduce the effects of human activity on disasters and the environment ➤ Identify topographical features of different settlements ➤ Use 4 figure grid references on an OS map 	<p>Year 6 topics</p> <ul style="list-style-type: none"> ☑ Incredible India <ul style="list-style-type: none"> ➤ Explain the difference between longitude and latitude and identify these on a map/globe ➤ Know what the Prime Meridian is and that the world is split into time zones using this ➤ Understand that there is more than one type of climate in India, depending on geographical location and compare this to a previously studied country ☑ Find Your Way – map skills <ul style="list-style-type: none"> ➤ Using a map of the globe identify/label the equator, the tropics of Cancer and Capricorn, longitude and latitude, Arctic and Antarctic circles as well as the Prime Meridian. ➤ Use a time zone map to work out what the time is in another country ➤ Interpret distribution maps and use thematic maps for information

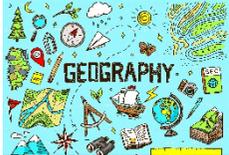
What pupils need to know or do to be secure

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Victorians and the Space Race (history topic)	Biomes and climate What impact are humans having on the planet?	
Key learning / knowledge	Key learning /knowledge	Key learning / knowledge
<p><u>Victorians</u></p> <ul style="list-style-type: none"> ▪ Name and locate some countries under rule by the British Empire in 1900 ▪ Explain how the British Empire influenced trade links with Britain ▪ Use photos to observe the human features of locations from two different time periods ▪ Explain how Derby(shire) has developed since the 1800s with reference to transport links (roads, rail and canals) <p><u>The Space Race</u></p> <ul style="list-style-type: none"> ▪ Identify which hemisphere North America is in and name the main countries that are part of the continent ▪ Locate Houston, Texas in an atlas/ on a globe ▪ Describe its wider geographical position in relation to the USA using the eight points of a compass ▪ Describe how Houston has changed over time in relation to land use and growth of settlement ▪ Explain some of the reasons for why a settlement has changed over time 	<ul style="list-style-type: none"> ▪ Know the features of a biome. ▪ Understand that a biome often spreads over several countries/continents ▪ Explain the difference between a biome and an ecosystem. ▪ <i>Know how organisms in a habitat depend on each other, including humans.</i> ▪ Make detailed sketches maps and plans to aid their explanations to geographical investigations (e.g. Bramble Brook Park) ▪ Understand the role of the water cycle and explain the different parts. ▪ <i>Understand threats faced by biomes of the world (e.g. pollution, climate change, sustainable energy, farming methods, over fishing, loss of bio diversity, over population)</i> ▪ Explain how land use and distribution of natural resources – energy, food, water and minerals - is partially dependent on the biome they reside in (e.g. Chihuahuan desert, Mexico) ▪ <i>Explain some strategies and solutions for reducing the effects of environmental issues – pollution or climate change - for a particular case study within a biome</i> (https://www.worldwildlife.org/places/chihuahuan-desert) <p><i>Fieldwork – Bramble Brook Park</i></p>	
Key vocabulary	Key vocabulary	Key vocabulary
<p><u>Victorians</u></p> <ul style="list-style-type: none"> ○ Past ○ Present ○ Land use ○ Settlement ○ Trade 	<p><u>Space Race</u></p> <ul style="list-style-type: none"> ○ Northern Hemisphere ○ North America ○ USA, Canada and Mexico 	<ul style="list-style-type: none"> ○ Biomes ○ Tundra ○ Taiga ○ Grasslands ○ Rainforest ○ Savannah ○ Nutrients ○ Light ○ Water ○ Rainfall/ precipitation ○ Moisture ○ temperature

<ul style="list-style-type: none"> ○ Transport links ○ Industry 	<ul style="list-style-type: none"> ○ Continent ○ Country ○ North, South, East, West ○ Land use ○ Settlement ○ Population growth 	<ul style="list-style-type: none"> ○ Desert ○ Temperate forest ○ Ecosystem ○ Climate ○ Weather ○ Vegetation ○ 	<ul style="list-style-type: none"> ○ Landscape ○ Flora and fauna ○ Natural ○ environment 		
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<i>Geographical Knowledge</i>	<i>Geographical Understanding</i>	<i>Geographical Skills and Enquiry</i>
<p style="text-align: center;">The UK and Local Area</p> <ul style="list-style-type: none"> ● Identify the biome that the UK is in and describe its characteristics <p style="text-align: center;">The world and continents</p> <ul style="list-style-type: none"> ● Locate the USA and Canada on a map and atlas ● Identify and name the Arctic and Antarctic circles ● Name and locate the largest desert (Antarctic) in the world 	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> ● Know what is meant by biomes ● Explain how the water cycle works ● Explain why water is such a valuable commodity <p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> ● Explain what a place might be like in the future, taking account of issues impacting on human features. ● Understand how human activity is influenced by climate and weather <p style="text-align: center;">Interdependence</p> <ul style="list-style-type: none"> ● Understand how biomes are at risk from human factors such as population growth and climate change. Are humans the solution as well as the problem? 	<p style="text-align: center;">Map and Atlas Work</p> <ul style="list-style-type: none"> ● Interpret thematic maps for information purposes ● Know that 6 figure grid references give more accurate location than 4 figure and begin to use these <p style="text-align: center;">Fieldwork and Investigation</p> <ul style="list-style-type: none"> ● Plan and carry out a fieldwork investigation in an urban and/or rural area using appropriate techniques (e.g. investigate how sustainable one aspect of school work/local area is. Collecting evidence from surveys, photographs and interviews. Present findings to the school governing body/local MP?)

 	<p>Year 6</p>	<p>Topics:</p>	<p>Seven worlds: one planet</p>	<p>Incredible India?</p>	
<p><u>Key geographical concepts:</u></p> <ul style="list-style-type: none"> • The physical world: The land, water, air and ecological system; landscapes; and the processes that bring them about and change them. • The human environment: Societies, communities, and the human processes involved in understanding work, home, consumption and leisure – and how places are made. • Interdependence: Linking the physical world and human environments and understanding the concept of sustainable development. 			<ul style="list-style-type: none"> • Place and space: Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns. • Scale: The ‘zoom’ lens through which the subject matter is ‘seen’, and the significance of local, regional, national, international and global perspectives. • Young people’s lives: using their own images, experiences, meanings and questions; ‘reaching out’ to children and young people as active agents in their learning. 		
<p><u>Intent</u></p> <p>As the children develop as geographers at Ravensdale Juniors, we aim for them to become more conscious and proactive in the role that they have within their local environment, the United Kingdom and the wider world. Children need to understand the physical and human similarities and differences between places and their cultures so that they are able to recognise how these have changed over time. We aim to inspire and enthuse our pupils so that they leave our school with the desire to explore the world for themselves while doing so in a positive and sustainable manner.</p>			<p><u>Implementation</u></p> <p>One or two geography focused topics are taught in each year group for either a half term or a full term depending on the content. Geographical links are made in history based topics where it is relevant and effective to deepen children’s wider understanding of the world. Teachers use a variety of strategies to support pupils in asking and answering geographical questions as well as finding, organising and analysing geographical information. Where the topic provides the opportunity to, children are taken outside (both in and out of school) to engage in local fieldwork.</p>		<p><u>Impact</u></p> <p>The impact and measure of this is to ensure that children at Ravensdale Juniors are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p> <p>We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.</p>

<p>Prior learning:</p> <p>Year 3 topics (Delving into Derbyshire, the Amazing Amazon, Rivers)</p> <ul style="list-style-type: none"> ➤ Find the Equator on a map. ➤ Describe what the weather is usually like in a tropical climate. ➤ Know and describe the key features of a river system and how they are formed ➤ sources (e.g. maps, photographs and satellite images) and identify physical features ➤ Understand and explain why rivers don’t travel in straight lines ➤ Explore an issue linked to rivers and be able to identify and explain some of the causes and some ways of managing the issue <p>Year 4 topics (What a disaster! Britain’s Got Talent)</p> <ul style="list-style-type: none"> ➤ Understand the difference between weather and climate ➤ Identify topographical features of different settlements ➤ Explain why people choose to live in different types of settlements ➤ Explain how a settlement could be changed or improved ➤ Study features of mountains and hills in the UK ➤ Use 4 figure grid references on an OS map 	<p>Future learning:</p> <p>Year 6 pupils will go onto the KS3 curriculum – it is our aim that they have been equipped with the skills and knowledge to further succeed when studying geography at KS3</p>
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- Identify areas of higher ground on a OS map using the legend as well as other physical features and give 4-fig grid references

Year 5 topics (biomes and climate)

- Know the features of a biome
- Explain the difference between a biome and an ecosystem
- Understand the role of the water cycle and explain the different parts
- Explain how land use and distribution of natural resources is partially dependent on the biome they reside in

What pupils need to know or do to be secure

*Often more than one point of key learning/knowledge will be covered in a session. To be used in conjunction with the geographical understanding, skills and enquiry table underneath *

World War II (history topic)	Incredible India and FairTrade What does India have to offer?	Find your way (consolidation unit on map skills)
Key learning / knowledge	Key learning /knowledge	Key learning / knowledge
<ul style="list-style-type: none"> ▪ Compare two maps from different time periods and identify and explain the differences in political borders (e.g. Europe) 	<ul style="list-style-type: none"> ▪ Explain the difference between longitude and latitude and identify these on a map/globe ▪ Know what the Prime Meridian is and that the world is split into time zones using this ▪ Know which continent India is in ▪ Locate India on a map/digital map/globe ▪ Describe India's geographical position in relation to nearby bodies of water (Arabian Sea and Indian Ocean) and neighbouring countries (Pakistan, Bangladesh, Nepal, China) ▪ Describe in detail some of the significant physical features located in India (e.g. largest desert, longest river, highest mountain) ▪ Understand that there is more than one type of climate in India, depending on geographical location and compare this to a previously studied country (e.g. UK) ▪ Use data and other sources to identify patterns and trends connected to India's population and compare this to the population of a previously studied country ▪ Understand how India's economy has evolved over the years and what are the main forms of trade in the country. ▪ Explain how India's natural resources have influenced their economy and trade (https://www.britannica.com/place/India/Resources-and-power) ▪ Explain some of the social issues (e.g. poverty and hunger) that India and similar types of countries are facing. ▪ To understand the purpose and impact of Fairtrade on farmers and workers in India (and the world). ▪ To know all products are part of a supply chain and how the process applies to different goods. 	<ul style="list-style-type: none"> ▪ Using a map of the globe identify/label the equator, the tropics of Cancer and Capricorn, longitude and latitude, Arctic and Antarctic circles as well as the Prime Meridian. ▪ Use a time zone map to work out what the time is in another country ▪ Interpret distribution maps and use thematic maps for information ▪ Locate a range of places and landmarks on OS maps of the UK ▪ Locate human and physical features on OS maps ▪ Read symbols and map keys to describe the features of a specified area ▪ Give directions and instructions to eight cardinal points ▪ Use and generate four and six figure grid references to pinpoint a specific place or landmark ▪ Understand how distance is represented on a map ▪ Read and compare map scales ▪ Locate the same point/landmark on a physical OS map and a digital map ▪ Interpret a range of sources of geographical information, including maps and aerial photographs.

	<ul style="list-style-type: none"> ▪ Know that all initiatives/schemes have both positives and negatives and evaluate these. ▪ To be able to name products that can be Fairtrade certified and where these may be available 				
Key vocabulary		Key vocabulary		Key vocabulary	
○	○	<ul style="list-style-type: none"> ○ Longitude ○ Latitude ○ Prime Meridian ○ Continent ○ Borders ○ Climate (winter, summer, monsoon) ○ Population ○ Inhabitants ○ Patterns and trends ○ Economy ○ Natural resources ○ Trade ○ Import and export ○ Rural 	<ul style="list-style-type: none"> ○ Cities ○ Wages/ income ○ Poverty ○ Supply ○ Demand ○ Fairtrade ○ Supply chain ○ Raw materials ○ Producers ○ Supplier ○ Manufacturer ○ Distributor ○ Retailer ○ Consumer 	<ul style="list-style-type: none"> ○ Ordnance Survey (mapping agency) ○ Symbols ○ Key ○ Legend ○ Grid reference ○ Eastings (left to right on an OS map) ○ Northings (up and down on an OS map) ○ Compass ○ Cardinal points (N, S, E, W, NE, NW, SE, SW) 	<ul style="list-style-type: none"> ○ Aerial photos ○ Human features ○ Man-made features ○ Physical features ○ Topography ○ Land height ○ Contour lines ○ Relief ○ Local area ○ Location ○ Landmark

Key skills		
<p>The UK and Local Area</p> <ul style="list-style-type: none"> • Locate the United Kingdom’s major urban areas • Recognize broad land-use patterns of the UK (e.g. rivers, mountains, city population, forests, lakes/reservoirs etc) <p>The world and continents</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) • Locate cities, countries and regions of Europe on physical and political maps • Describe key physical and human characteristics and environmental regions of Europe • Understand the difference between Europe and the European Union • Locate places studied across KS2 in relation to the Equator, Tropics of Cancer and Capricorn and latitude/longitude 	<p>Physical Geography</p> <ul style="list-style-type: none"> • Describe what the climate of a region is like and how plants, animals and humans have adapted to it. • Give extended descriptions of the physical features of different places around the world (e.g. mountains, rivers, coastlines, forests) <p>Human Geography</p> <ul style="list-style-type: none"> • Explain how a location fits into its wider geographical position with reference to human and economical features • Identify features of a population and understand changes in population are due to multiple factors <p>Interdependence</p> <ul style="list-style-type: none"> • How does the development of emerging countries affect the demand for natural resources? 	<p>Map and Atlas Work</p> <ul style="list-style-type: none"> • Know what most of the Ordnance Survey symbols stand for • Use physical and political maps to describe key physical and human characteristics of regions of Europe • Use thematic maps for a range of specific purposes • Know how to use 6 figure grid references <p>Fieldwork and Investigation</p> <ul style="list-style-type: none"> • Use Google Earth (or other computer mapping devices) to locate a country of place of interest