St Peter's CofE Primary School: Geography Long Term Plan

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10) - the golden strand that runs through all our work.

How does our vision impact Geography at St Peter's?

Geography helps pupils make sense of their local area and the wider world. Through fieldwork, maps, comparison and enquiry, pupils learn how places are shaped by physical and human processes and how these change over time. Geography at St Peter's builds curiosity, stewardship and global awareness so that pupils can understand their place in God's world and act responsibly within it.

Peace	Hope	Joy
Geography encourages peaceful, respectful understanding of places, people and environments.	Geography gives pupils hope by exploring sustainable futures and positive action.	Geography brings joy through curiosity, discovery, fieldwork and wonder about the world.

Geography Whole School Curriculum Overview

	Term 2	Term 4	Term 6
Year 1	What are the significant features of our school?	What human and physical features make London unique?	How do the features of our environment let us know that Summer is coming?
Year 2	What are the human and physical features of our town?	How do Cleethorpes and Malaga compare?	How do England and Kenya compare?
Year 3	Why do people choose to settle in urban towns or rural villages?	What is the rainforest like?	How do volcanoes form and what impact do they have?
Year 4	How does our location impact on land use?	What are some significant rivers in the world, and what are they used for?	What other energy sources can we find?
Year 5	How do mountains influence tourism?	What is climate change?	How could the deforestation of the Amazon impact our world?
Year 6	What makes the USA attractive to tourists?	What can we do to protect our planet?	

Year 1 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 2	National curriculum links: • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. • 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 compass directions and locational/directional language to describe the location of features and routes on a map.	What are the significant features of our school? Suggested learning outcomes: • Pupils can identify and classify school features as human or physical. • Pupils can describe where features are using simple locational language. • Pupils can use or draw a simple map of the school site. **Fieldwork suggestions:** • Fieldwork suggestion: Carry out a guided walk around the school grounds to observe and record significant human and physical features. • Use simple positional language such as near, next to, behind, in front of and far away to describe where features are located. • Draw or photograph key features and create a simple map of the school grounds using symbols or a basic key.	• A place is an area or location that can be named and described. • Features are things you can see or find in a place. • There are two types of features: physical and human. • Different features have different purposes. • We can describe how to get to a feature and how to locate it. • Maps help us find features because they are a representation of a place.	• Use first-hand observation to identify and classify human and physical features. • Use aerial photographs, plan views and simple maps to recognise and locate features. • Use simple compass, locational and directional language to describe routes and locations.	place; feature; physical; human; school; environment; map; next to; far; near	Prior learning link: EYFS Term 2 – identifying significant features in the immediate learning environment.	In Year 1 children begin to explore maps and create their own. They use positional and locational language and start reading simple maps through a highly familiar place.

Spring Term 4	National curriculum links: • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to key physical and key human features. • Use world maps, atlases and globes to identify the United Kingdom and places studied at this key stage.	What human and physical features make London unique? Suggested learning outcomes: • Pupils can name the four countries of the UK and their capital cities. • Pupils can name the main surrounding seas of the UK, including the North Sea, Irish Sea and English Channel, and recognise the Atlantic Ocean around the British Isles. • Pupils can identify London on a map and explain why it is significant. • Pupils can name the seven continents and five oceans and locate the UK within the world.	• A city is a large place where many people live and work. • London is the capital city of England and is located within the United Kingdom. • The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. • The capital cities of the UK are London, Edinburgh, Cardiff and Belfast. • The UK is surrounded by seas including the North Sea, Irish Sea and English Channel, and is bordered by the Atlantic Ocean. • The world is divided into seven continents and five oceans. • London has human features made by people and physical features that occur naturally. • Features of London help make it distinctive and important.	• Use maps, atlases and globes to locate the UK, London, continents and oceans. • Use geographical vocabulary to describe and sort human and physical features. • Use images and maps to identify landmarks and explain why places are significant.	human feature; physical feature; London; capital city; England; Scotland; Wales; Northern Ireland; Edinburgh; Cardiff; Belfast; United Kingdom; continent; ocean; North Sea; Irish Sea; English Channel; Atlantic Ocean; River Thames; Buckingham Palace; Hyde Park		This unit develops early map skills and helps children understand that places can be viewed and studied from different perspectives while extending knowledge beyond the local area. It is also a natural point to secure statutory KS1 locational knowledge about the UK, continents, oceans and surrounding seas.
Summer Term 6	National curriculum links: • Identify seasonal and daily weather patterns in the United Kingdom. • Use basic geographical vocabulary to refer to vegetation, season	How do the features of our environment let us know that Summer is coming? Suggested learning outcomes: • Pupils can describe common	• We can describe changes we see when summer is coming. • Some features of the environment change as seasons change. • Summer weather is usually warmer	• Use simple fieldwork and observation to notice seasonal changes in the local environment. • Record evidence using drawings, photographs,	season; summer; change; hot; warm; environment	Prior learning link: EYFS Term 6 – four seasons and different types of weather.	This unit helps pupils understand geography through close observation of their immediate environment. It builds on EYFS seasonal knowledge and prepares pupils for

	and weather. • Use simple fieldwork and observational skills to study the geography of the local environment.	signs that summer is approaching. • Pupils can talk about summer weather and how it affects people, plants and animals. • Pupils can observe and record changes in the local environment **Fieldwork suggestions:** • Fieldwork suggestion: Observe the school grounds or local environment to identify signs that summer is approaching. • Record weather, plant growth and other seasonal changes using drawings, photographs, a simple tally chart or an observation sheet. • Discuss how summer weather affects what people wear and what people, plants and animals do.	and can affect what people and animals do. • Environmental changes can be observed and explained using simple geographical vocabulary.	weather symbols or tally charts. • Use geographical vocabulary to describe patterns in weather, vegetation and seasonal change.			later work on weather, climate and environments.

Year 2 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 2	National curriculum links: • Pupils should develop knowledge about the world, the United Kingdom and	What are the human and physical features of our town?	• Cleethorpes is the town where the school is located. • Cleethorpes is a coastal town in North East	• Use fieldwork to observe, record and classify local human and physical features.	town; coast; beach; harbour; seafront; pier; physical feature; human feature; map; key	Prior learning link: Year 1 Term 2 – human and physical features within the school environment.	This unit builds pupils' understanding of place by focusing on their immediate locality. At Year 2,

	their locality. • Use basic geographical vocabulary to refer to key physical and key human features. • Use simple fieldwork and observational skills to study the geography of the local environment. • Use simple maps, aerial photographs and plans to identify landmarks and features.	Suggested learning outcomes: • Pupils can identify Cleethorpes as their local town. • Pupils can name and sort significant human and physical features in Cleethorpes. • Pupils can explain how different features are used. **Fieldwork suggestions:** • Fieldwork suggestion: Visit or study a familiar part of Cleethorpes, such as the seafront, beach, pier area or nearby local streets, to identify human and physical features. • Use a simple map or aerial photograph to locate local features such as the beach, sea, pier, promenade, shops, roads and buildings. • Record observations through drawings, labels, photographs or a feature-hunt checklist, and explain what different features are used for.	Lincolnshire. • Towns have special features that make them different from other places. • Cleethorpes has significant human and physical features that can be named and located. • Different features have different uses.	• Use simple maps, aerial photographs and plans to locate landmarks and features. • Communicate findings through labelled drawings, checklists, simple maps and verbal explanations.			children are ready to move beyond school spaces and explore the wider community in which they live.
Spring Term 4	National curriculum links: • Understand geographical similarities and differences through studying the human	How do Cleethorpes and Malaga compare? Suggested learning outcomes: • Pupils can locate	• Cleethorpes is a UK seaside town and Málaga is a Spanish coastal city. • Both places have human and physical	• Use maps, atlases and globes to locate places and identify surrounding seas and countries. • Compare places by identifying	coast; beach; climate; country; continent; harbour; tourist; human feature; physical feature; map; compass; temperature	Prior learning link: Year 2 Term 2 – human and physical features of Cleethorpes.	In Year 2 children build on Year 1 and local-area learning by comparing two coastal localities. They use secure knowledge of home

	and physical geography of a small area of the United Kingdom. • Use world maps, atlases and globes to identify the United Kingdom and countries studied at this key stage. • Use basic geographical vocabulary to refer to key physical and human features. • This unit also extends comparison to an overseas European coastal city.	Cleethorpes and Málaga on maps. • Pupils can compare human and physical features in both places. • Pupils can describe how climate affects tourism and daily life in each locality.	features that can be identified and compared. • Places can have similarities and differences linked to climate, tourism and location. • Maps help us locate both places and identify their countries and surrounding seas. • Geographical vocabulary helps us explain comparison accurately.	similarities and differences in human and physical features. • Use geographical vocabulary and simple evidence to explain how climate and tourism affect places.			to explore another place with a different climate and different human and physical features.
Summer Term 6	National curriculum links: • Name and locate the world's seven continents and five oceans. • 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. • 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.	How do England and Kenya compare? Suggested learning outcomes: • Pupils can locate England and Kenya on a world map and name their continents and oceans. • Pupils can identify Kenya as closer to the Equator and explain why it is generally hotter. • Pupils can describe hot and cold areas of the world in relation to the Equator and the poles. • Pupils can compare a UK locality with a locality in a	• England is part of the United Kingdom in Europe. • Kenya is a country in Africa and provides a contrasting non-European study. • England and Kenya have different climates and environments. • Kenya is closer to the Equator, where many places are hotter; places nearer the North and South Poles are colder. • Similarities and differences can be identified between the two countries, their animals and major cities. • Comparisons can also be made between	• Use world maps, atlases and globes to locate countries, continents, oceans and the Equator. • Compare a UK locality with a contrasting non-European locality using photographs, maps and data. • Use evidence to explain simple climate patterns linked to the Equator and the poles.	country; continent; England; Kenya; Africa; Europe; weather; climate; savanna; Equator; North Pole; South Pole; hot area; cold area; ocean	Prior learning link: Year 2 Term 4 – comparing Cleethorpes with Málaga.	This unit builds on pupils' developing understanding of their local area by introducing a contrasting country beyond Europe. It broadens global awareness, secures the statutory non-European comparison and helps pupils explain simple climate patterns linked to the Equator and the poles.

	• Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.	contrasting non-European country.	Cleethorpes and Diani Beach resort. • World maps, atlases and globes help us locate countries, continents and oceans.				

Year 3 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 2	National curriculum links: • Describe and understand key aspects of human geography, including types of settlement and land use. • Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied.	Why do people choose to settle in urban towns or rural villages? Suggested learning outcomes: • Pupils can explain what a settlement is. • Pupils can compare characteristics of urban and rural settlements. • Pupils can explain why people choose to live in different types of settlement.	• A settlement is a place where people live and work. • Settlements can be urban or rural. • Settlements vary in size, population and services. • Rural and urban areas have different characteristics. • Human and physical features can attract people to different settlements.	• Use maps, aerial images and digital mapping to identify settlement patterns and land use. • Compare urban and rural places using geographical evidence and vocabulary. • Explain reasons for settlement choices by linking human and physical features.	rural; urban; settlement; town; village; population; transport; services; features; land use	Prior learning link: Year 2 Term 2 – features of the local town.	This unit introduces pupils to the geographical concept of settlement and explores why people live in different places. It provides a conceptual foundation for later work on land use, economic activity and urbanisation.
Spring Term 4	National curriculum links: • Locate the world's countries using maps, focusing on environmental regions and key physical characteristics. • Describe and understand key aspects of physical geography, including climate zones, biomes and	What is the rainforest like? Suggested learning outcomes: • Pupils can locate major rainforest regions on a world map. • Pupils can describe rainforest climate and layers. • Pupils can explain why rainforests are important and how	• Rainforests have a hot, wet climate. • The rainforest has four main layers that can be named and described. • Major rainforest regions can be located on a world map. • Plants and animals have adaptations that help them survive there.	• Use maps, atlases, globes and digital mapping to locate rainforest regions and describe distribution. • Interpret photographs, diagrams and information texts to identify rainforest features and layers. • Compare environments and	biome; equator; climate; canopy; biodiversity; deforestation; humidity; adaptation		Children begin to explore a more diverse ecosystem and investigate what makes the rainforest special and important for the Earth's climate.

	vegetation belts. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	human activity affects them.	• Rainforests are important to climate, biodiversity and people. • Human activity can damage rainforest environments. • A rainforest can be compared with the UK environment.	explain how human activity can affect physical places.			
Summer Term 6	National curriculum links: • Describe and understand key aspects of physical geography, including volcanoes and earthquakes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	How do volcanoes form and what impact do they have? Suggested learning outcomes: • Pupils can explain how volcanoes form. • Pupils can describe how earthquakes happen as part of tectonic activity. • Pupils can name key parts of a volcano. • Pupils can describe positive and negative impacts of volcanic activity and earthquakes.	• A volcano is an opening in the Earth's crust. • Volcanoes and earthquakes are both linked to movement in the Earth's tectonic plates. • The parts of a volcano can be named and described. • Volcanoes are found in particular places around the world. • There are different types of volcanic activity. • Earthquakes can cause the ground to shake and can change landscapes and settlements. • Tectonic activity can have both positive and negative impacts on people and environments.	• Use maps and globes to locate volcanoes, earthquakes and tectonic plate boundaries. • Interpret diagrams and models to explain geographical processes such as eruption and plate movement. • Use evidence to describe and evaluate positive and negative impacts on people and environments.	volcano; eruption; magma; lava; ash; crater; vent; tectonic plates; earthquake; epicentre; active; dormant		This unit introduces pupils to powerful natural processes and the idea that the Earth is constantly changing. It strengthens cause-and-effect reasoning and secures statutory learning about tectonic activity, including both volcanoes and earthquakes.

Year 4 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now

Autumn Term 2	National curriculum links: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. • Describe and understand key aspects of human geography, including types of settlement and land use. • Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied. • Use the eight points of a compass, four- and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, record and present the human and physical features in the local area.	How does our location impact on land use? Suggested learning outcomes: • Pupils can explain what land use means. • Pupils can identify different land uses from maps, aerial photographs and digital maps. • Pupils can locate Cleethorpes within North East Lincolnshire and the Yorkshire and the Humber region and compare selected UK counties and cities when studying land-use patterns. • Pupils can use symbols, keys and four-figure grid references, and begin to use six-figure grid references, to locate features. • Pupils can use the eight points of a compass and Ordnance Survey maps to describe location and direction. **Fieldwork suggestions:** • Fieldwork suggestion: Carry out a local land-use survey around the school or a selected area of Cleethorpes.	• Land use means the way land is used by people. • Physical features of a place can affect how land is used. • Human features and needs also influence land use. • Cleethorpes can be located within North East Lincolnshire and the Yorkshire and the Humber region, and land-use patterns can be compared with places in counties such as Lincolnshire, Norfolk or Cornwall and cities such as London, Birmingham and Manchester. • Maps, aerial photographs, digital maps and keys can be used to identify types of land use. • Symbols, compass directions and four- and six-figure grid references help us locate and describe features accurately. • Ordnance Survey maps provide detailed information about places in the UK. • Land use can be compared across different locations. • Land use can change over time and can sometimes cause conflict.	• Use fieldwork to observe, record and present land-use patterns in the local area. • Use Ordnance Survey maps, symbols, keys, compass directions and grid references to locate features accurately. • Analyse maps, aerial photographs and fieldwork evidence to explain how location influences land use.	land use; agriculture; industry; residential; commercial; location; county; city; geographical region; Ordnance Survey; symbol; key; compass; north-east; south-west; four-figure grid reference; six-figure grid reference; digital map	Prior learning link: Year 3 Term 2 – settlements, urban/rural characteristics and why people choose places to live.	This unit builds on prior learning about settlements by deepening understanding of how location influences land use. In Year 4, pupils are ready to move from describing places to explaining patterns and reasons while also developing statutory KS2 mapping skills such as compass work, grid references, OS maps and digital mapping.

		• Observe and record different land uses, including residential, commercial, recreational, transport and green-space areas. • Present findings using a colour-coded land-use map, symbols, compass directions and simple grid references, then explain why land may be used in these ways.					
Spring Term 4	National curriculum links: • Name and locate counties and cities of the United Kingdom, geographical regions and key topographical features including rivers. • Describe and understand key aspects of physical geography, including rivers and the water cycle. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. .	What are some significant rivers in the world, and what are they used for? Suggested learning outcomes: • Pupils can locate and name several major rivers. • Pupils can identify key river features. • Pupils can explain the main stages of the water cycle. • Pupils can explain how rivers are used and how human activity affects them	• Several major world rivers can be named and located. • Rivers have key features such as source, mouth, tributary and meander. • The water cycle includes evaporation, condensation, precipitation and collection. • Rivers are part of the water cycle and are used by people in different ways. • Rivers in different parts of the world can be compared. • Human activity can affect river environments. • Maps and atlases help us identify rivers and the countries they flow through.	• Use maps, atlases and digital mapping to locate major rivers and the countries they flow through. • Interpret diagrams to describe river features and the water cycle. • Compare river uses and explain how human activity can affect river environments.	river; source; mouth; tributary; delta; meander; water cycle; evaporation; condensation; precipitation; collection; ecosystem; pollution; hydroelectric power		In Year 4 children broaden their knowledge of rivers beyond the one they live alongside. They learn about river uses, global differences and hydroelectric power, while the water cycle helps them understand how river systems connect to wider physical processes.
Summer Term 6	National curriculum links: • Describe and	What other energy sources can we find?	• A natural resource is something found in the Earth that	• Use maps and data to investigate where natural	natural resource; renewable energy; non-renewable; wind power; solar power; hydro-electricity; fossil fuels;	Prior learning link: Year 4 Term 4 –	This unit builds on pupils' growing understanding of

	understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied.	Suggested learning outcomes: • Pupils can define renewable and non-renewable energy. • Pupils can describe different renewable energy sources. • Pupils can explain that energy, food, minerals and water are natural resources which are unevenly distributed. • Pupils can explain how location affects which resources can be found and used in a place.	people use. • Energy, food, minerals and water are all important natural resources. • There are different renewable energy sources that can be named and described. • The location of a place affects which resources can be found or used there. • Renewable and non-renewable energy sources can be compared. • Different energy sources have advantages and disadvantages. • Renewable energy is important for the future.	resources and energy sources are found. • Compare renewable and non-renewable energy sources using evidence about advantages and disadvantages. • Explain how location affects resource availability and how people make choices about energy use.	mineral; water supply; food production	hydroelectric power as a use of rivers.	human activity and land use by exploring how different places use natural resources. Pupils begin to consider global challenges, make comparisons and understand environmental impact.

Year 5 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 2	National curriculum links: • Understand geographical similarities and differences through the study of a region in a European country. • Name and locate geographical regions and key topographical features, including mountains. • Describe and understand key	How do mountains influence tourism? Suggested learning outcomes: • Pupils can locate the Alps as a mountain region in Europe. • Pupils can explain how mountains are formed and describe mountain features. • Pupils can explain why mountains attract tourists.	• The Alps are a significant mountain region in Europe and can be located on a map. • Mountains are formed by physical processes such as tectonic activity. • Mountain landscapes have key features such as peaks, slopes and valleys. • Mountains attract tourists for different reasons.	• Use maps, atlases and digital mapping to locate the Alps and describe mountain regions. • Interpret photographs, contour-style maps and diagrams to explain mountain features and formation. • Evaluate evidence about tourism to explain benefits, challenges and	Europe; Alps; mountain; peak; slope; valley; range; glacier; tectonic plates; tourism; resort; attraction; sustainability	Prior learning link: Year 3 Term 6 – tectonic plates and physical processes studied through volcanoes.	This unit builds on prior learning about physical features and tourism by exploring how a European mountain region influences human activity. It secures the statutory KS2 requirement to study a region in a European country and introduces sustainability in preparation for Year 6.

	aspects of physical geography, including mountains. • Describe and understand key aspects of human geography, including land use, economic activity and tourism.	• Pupils can evaluate benefits and challenges of tourism in the Alps.	• Mountain tourism can take different forms. • Tourism brings benefits to mountain regions. • Tourism can also create environmental and social problems in mountain regions. • Studying the Alps helps pupils understand a region in a European country.	sustainability issues.			
Spring Term 4	National curriculum links: • 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). • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography, including land use and the distribution of natural resources including energy. • Use maps and data to investigate geographical	What is climate change? Suggested learning outcomes: • Pupils can explain climate change and the greenhouse effect in simple terms. • Pupils can use latitude to explain broad climate patterns. • Pupils can locate the Equator, tropics, hemispheres, polar circles and Prime Meridian on maps and globes. • Pupils can explain that time zones help explain day and night around the world.	• Climate change is a long-term change in the Earth's climate. • The greenhouse effect can be explained in simple terms. • Human activities such as burning fossil fuels and deforestation contribute to climate change. • Latitude helps explain why some parts of the world are generally hotter or colder than others. • The Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic Circle, Antarctic Circle and Prime Meridian can be located on maps and globes. • Time zones are linked to the Earth's rotation and explain	• Use maps, globes and data to identify latitude, longitude, climate zones and global patterns. • Interpret graphs, charts and maps to investigate climate patterns and change over time. • Use evidence to explain causes, impacts and possible responses to climate change.	climate; climate change; latitude; longitude; Equator; Northern Hemisphere; Southern Hemisphere; Tropic of Cancer; Tropic of Capricorn; Arctic Circle; Antarctic Circle; Prime Meridian; time zone; greenhouse gas; fossil fuel; deforestation; mitigation; emissions; adaptation; renewable energy	Prior learning link: Year 4 Term 6 – renewable and non-renewable energy sources.	Children now begin to learn about climate change and its impact on the world around them. This is the most meaningful point to secure statutory locational concepts such as latitude, hemispheres, tropics, the Prime Meridian and time zones because pupils can immediately apply them to real climate patterns and global change.

	patterns and change. .		differences in day and night around the world. • Maps and data can help investigate climate patterns and impacts.				
Summer Term 6	National curriculum links: • Locate the world's countries, focusing on South America and its environmental regions and key physical and human characteristics. • Understand geographical similarities and differences through the study of a region within South America. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography, including land use and the distribution of natural resources.	How could the deforestation of the Amazon impact our world? Suggested learning outcomes: • Pupils can explain why the Amazon is globally significant. • Pupils can explain what deforestation is and why it happens. • Pupils can describe local and global impacts of deforestation and suggest sustainable responses.	• The Amazon rainforest is a globally significant place. • Deforestation is the removal of forests and it happens for different reasons. • The Amazon plays an important role in the Earth's climate. • The Amazon is vital for wildlife and ecosystems. • Deforestation affects people locally and globally. • The Amazon needs to be managed sustainably.	• Use maps and satellite images to locate the Amazon and investigate patterns of deforestation. • Analyse geographical evidence to explain local and global impacts on people, ecosystems and climate. • Compare viewpoints and suggest sustainable responses using reasoned geographical arguments.	rainforest; deforestation; South America; biodiversity; ecosystem; habitat; sustainability; conservation	Prior learning link: Year 3 Term 4 – rainforest climate, layers, biodiversity and human impact.	This unit builds on pupils' understanding of physical environments and human activity by examining how local actions can have global consequences. It deepens global awareness and prepares pupils for later learning about climate change, resource use and responsibility.

Year 6 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now

Autumn Term 2	National curriculum links: • Locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of a region within North America. • Describe and understand key aspects of physical and human geography, including land use and economic activity including trade links. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use six-figure grid references, scale, symbols and keys accurately when interpreting detailed maps during enquiry work. .	What makes the USA attractive to tourists? Suggested learning outcomes: • Pupils can locate the USA and key regions, cities and physical features. • Pupils can explain how physical geography, human geography and climate influence tourism. • Pupils can explain how transport and trade links support economic activity in the USA. • Pupils can use detailed maps with six-figure grid references, symbols and scale to locate features relevant to enquiry. • Pupils can evaluate benefits, challenges and sustainability issues linked to tourism in the USA	• The USA is a large and diverse country. • Physical geography makes the USA attractive to tourists. • Human geography also makes the USA attractive to tourists. • Climate influences tourism in the USA. • Major cities, transport networks and trade links support economic activity. • Detailed map interpretation, including symbols, scale and six-figure grid references, helps geographers locate and compare features accurately. • Tourism brings both benefits and challenges. • Tourism needs to be managed sustainably.	• Use maps, atlases, globes and digital mapping to locate regions, cities and physical features in North America. • Use scale, symbols, keys and six-figure grid references accurately when interpreting detailed maps. • Analyse evidence about climate, physical geography, human geography and economic activity to evaluate tourism.	North America; border; state; national park; coastline; climate; skyscraper; economy; tourism; trade link; transport network; scale; six-figure grid reference; sustainability	Prior learning link: Year 5 Term 2 – tourism in mountain regions and sustainability; Year 4 Term 2 – four-figure grid references and OS map symbols.	This unit builds on prior learning about tourism and physical and human geography by applying it to a large, globally significant country. It also gives pupils a meaningful context for understanding economic activity, trade links and advanced map interpretation.
Spring Term 4	National curriculum links: • Describe and understand key aspects of human	What can we do to protect our planet? Suggested learning outcomes:	• There are major environmental issues such as climate change, pollution and	• Plan and carry out a local environmental fieldwork enquiry using an	sustainability; renewable energy; pollution; biodiversity; ecosystem; carbon footprint; conservation; climate change; fieldwork; measure; graph; digital technology	Prior learning link: Year 5 Term 4 – causes and impacts of climate change; Year 5 Term 6 –	As children enter Year 6 they build on Year 5 learning and consider how action can be taken to

	geography, including land use, economic activity and the distribution of natural resources including energy. • Use maps and data to investigate environmental patterns and change. • Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.	• Pupils can explain major environmental issues and their causes. • Pupils can compare renewable and non-renewable choices. • Pupils can carry out a local environmental fieldwork enquiry, measuring and recording evidence. • Pupils can present findings using maps, graphs and digital tools, then evaluate sustainable actions at local, national and global scales. **Fieldwork suggestions:** • Fieldwork suggestion: Carry out a local environmental enquiry, such as a litter survey, biodiversity count, school travel survey or environmental quality audit. • Collect measurable data and record findings using tally charts, sketch maps, plans, photographs and digital technologies. • Present results using graphs or digital tools, then suggest actions that could improve sustainability in the school or local area.	deforestation. • These issues affect people, places and ecosystems. • Individuals, communities and countries can take practical action to protect the planet. • Renewable and non-renewable energy are different. • Maps and data can be used to investigate environmental patterns. • Fieldwork can be used to observe, measure, record and present local environmental features through tally charts, graphs, sketch maps, plans and digital technologies. • Sustainability requires global cooperation and local action.	appropriate geographical question. • Observe, measure, record and present data using tally charts, sketch maps, plans, graphs and digital technologies. • Analyse findings, draw conclusions and evaluate sustainable actions at local, national and global scales.		deforestation and sustainability in the Amazon.	fight climate change and protect the planet, enabling them to develop as informed global citizens. It is also the right point to secure the full KS2 fieldwork expectation by moving from observation to measurement, data presentation and evaluation.

Summer Term 6							