



# West Jesmond Primary School




## Geography Curriculum

We know that geographers acquire and retain their knowledge through an active and ongoing interest in the world around them. Embedded knowledge comes from making links and contrasting similarities and differences within the subjects. Our curriculum fully covers the National Curriculum and goes beyond through whole school local study weeks, themed assemblies, celebration of anniversaries and seizing opportunities in our local community. At West Jesmond, our teachers look for opportunities to discuss key geographical events occurring in the news and/or in our locality.

Geography:

Continuous provision is a key part of our learning in geography. We build up our children's understanding of location and the globe through regularly referring to maps, children's holidays and experiences and global events. Across school we take notice of seasonal change and weather patterns and collect and record data where appropriate.

# Reception

Title/ Term	Early Learning Goals – Understanding the Word	Overview
<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Paddington Comes to Stay</p> <p>Is Jesmond a good place for Paddington Bear to live?</p> <p style="text-align: center;">Location and Place</p> 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p> Fieldwork required</p>	<ul style="list-style-type: none"> <li>• Investigating the local area</li> <li>• Mapping</li> <li>• Understanding different types of places and buildings</li> </ul>
<p style="text-align: center;">Summer</p> <p style="text-align: center;">How do we celebrate with our families?</p> <p>What do festivals, food and celebrations look like in different parts of the world?</p> <p style="text-align: center;">Location and Place</p> 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>• Landscapes</li> <li>• Locations</li> <li>• What is it like in different countries around the world?</li> </ul>

Summer  
Oh I do like to be beside  
the seaside

What makes the seaside  
so special?

Location and Place



### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



### Past and Present




- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

- Landscapes
- Locations
- What can I do at the seaside?

KSI:

Year 1

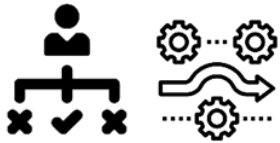
Title/ Term	National Curriculum	Little Questions
<p data-bbox="159 379 371 464">Autumn 1 Marvellous Maps</p> <p data-bbox="118 512 412 549">What do maps tell us?</p> <p data-bbox="141 600 387 636">Location and Place</p> 	<p data-bbox="450 379 875 416"><u>Geographical Skills and Fieldwork</u></p> <ul data-bbox="495 432 1301 823" style="list-style-type: none"><li>• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li><li>• Devise a simple map; and use and construct basic symbols in a key.</li><li>• 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</li></ul> <p data-bbox="450 874 864 911"><u>Human and Physical Geography</u></p> <ul data-bbox="495 927 1272 1046" style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office and shop</li></ul>  <p data-bbox="595 1142 831 1179">Fieldwork required</p>	<p data-bbox="1335 336 1928 373"><b>What is geography?</b> (Discuss topic and concept)</p> <p data-bbox="1335 379 2085 759"><b>What can I see in my local area?</b> (what is fieldwork? – go on walk – what and who can you see? (human and physical features – NB: children do not need to use or know these terms in this unit) Chn could draw – basic geographical vocab) What do people do in this place? Back in class discuss what you saw using locational and directional language e.g. the shops are next to the school. The post box is near the shops. Fieldwork with follow up lesson.</p> <p data-bbox="1335 767 2085 852"><b>What is a map and a key?</b> Explore different <u>simple</u> maps, who uses them and what for.</p> <p data-bbox="1335 858 1794 895"><b>What does my playground look like?</b></p> <p data-bbox="1335 901 2078 1066"><b>What does my classroom look like?</b> Draw picture map of both (not aerial) with symbols/key and use directional language to describe where things are e.g. the trim trail is next to the bushes.</p> <p data-bbox="1335 1074 1787 1110"><b>Answer BQ:</b> What do maps tell us?</p>

<p>Spring 1 The United Kingdom</p> <p>What is the United Kingdom?</p> <p>Location and Place</p> 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and name its surrounding seas</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: sea, coastal and rural</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>	<p><b>What are the countries, capital cities and surrounding seas of the United Kingdom?</b> Find them on a simple map of the UK – sing song. Children locate them on map and label.</p> <p><b>What are the characteristics of England and Wales?</b> Zoom in on England and Wales. What famous features have the children heard of? Landmarks, rivers, other recognisable features.</p> <p><b>What are the characteristics of Scotland and Northern Ireland?</b> Zoom in on Scotland and Northern Ireland. What famous features have the children heard of? Landmarks, rivers, other recognisable features.</p> <p><b>What is the difference between a city, town and village?</b> Sorting activity of pictures – include the vocabulary coastal and rural. Define city, town, village, coastal and rural.</p> <p><b>Answer BQ: What is the United Kingdom?</b></p>
<p>Summer 1 From Hot to Cold</p> <p>Where are the hottest and coldest places on Earth?</p> <p>Location and Place Cause and Effect</p>  	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify areas studied.</li> </ul>	<p><b>Where is the hottest place on Earth? Why?</b> (Equator – use images e.g. deserts – stay away from straying into Science and don't use animals)</p> <p><b>Why are rainforests hot?</b> Let's visit the rainforest (see Oddizzi)</p> <p><b>Where is the coldest place on Earth? Why?</b> (Poles – far from Equator – use images e.g. Antarctic – not animals)</p> <p><b>Why is Antarctica cold?</b> Let's visit Antarctica (see Oddizzi)</p> <p><b>Answer BQ: Where are the hottest and coldest places on Earth?</b></p>

Continuous Provision  
Weather Experts

What is the weather like today?

Planning and Decision Making  
Systems and Processes



Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features, including: season and weather



Fieldwork required

**What is weather?** Explain to children that the weather is a description of what the conditions are like in a particular place – ask children what different kinds of weather they can think of e.g. snowy, rainy, windy and what they see or hear in these different weather conditions. Explain to them that they are going to be weather experts and keep a weather chart to record what the weather is like on different days.




**What are weather symbols?** Show children different symbols that show different weather types – can they guess what they mean?



**What is seasonal weather?** Children observe the weather through the seasons of the year (each half term). Can the children name the four seasons and match weather symbols of what weather they would expect to see? Discuss that this is not always the case and have regular conversations about this in relation to the class weather chart. Annotate pictures from orchard visits.

**Why are weather forecasts important?** Discuss how forecasts help you to plan relating to clothing and activities.

**Answer BQ:** What is the weather like today? Reflect using big book and evidence with activity to show understanding of seasonal and daily weather patterns.




# Year 2

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="174 288 360 368">Autumn 1 Our Quayside</p> <p data-bbox="145 419 389 539">Where is your favourite quayside landmark?</p> <p data-bbox="141 592 389 671">Location and Place Cause and Effect</p>  	<p data-bbox="450 245 712 277"><u>Locational knowledge</u></p> <ul data-bbox="495 293 1417 373" style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p data-bbox="450 424 864 456"><u>Human and Physical Geography</u></p> <ul data-bbox="495 472 1402 647" style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: river and coast</li> <li>Use basic geographical vocabulary to refer to key human features, including: factory, port and harbour</li> </ul> <p data-bbox="450 695 875 727"><u>Geographical Skills and Fieldwork</u></p> <ul data-bbox="495 743 1447 1094" style="list-style-type: none"> <li>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</li> <li>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</li> <li>Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment</li> </ul>  <p data-bbox="595 1145 831 1177">Fieldwork required</p>	<p data-bbox="1485 245 1742 277">What is geography?</p> <p data-bbox="1485 288 2089 368">On a map of the UK, where is Newcastle? The River Tyne?</p> <p data-bbox="1485 376 1765 408">What is a landmark?</p> <p data-bbox="1485 419 2089 499">What are the differences between human and physical features?</p> <p data-bbox="1485 507 2101 587">How have human actions and physical features changed the Quayside?</p> <p data-bbox="1485 595 2089 675">Where is the Quayside? (map work/directional language/compass directions)</p> <p data-bbox="1485 683 2029 762">How can we use an aerial image and plan perspectives to locate landmarks?</p> <p data-bbox="1485 770 2051 850">What different map symbols are there and what is a key? (devise simple map and key)</p> <p data-bbox="1485 898 1977 978"><b>Answer BQ:</b> Where is your favourite Quayside landmark?</p>

<p>Spring 2 Around The World</p> <p>What are our continents and oceans?</p> <p>Location and Place</p> 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features including: sea and ocean</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> </ul>	<p>What is a continent? What is an ocean and what is a sea? Where in the world? (looking at maps, use compass points to describe where continents are in relation to each other, The Equator and The Poles) What can aerial pictures and plan perspectives tell us? (aerial picture of different countries – identify human and physical features) <b>Answer BQ:</b> What are our continents and oceans?</p>
<p>Summer 2 Newcastle or New Delhi?</p> <p>What's the same, what's different?</p> <p>Location and Place</p> 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features including: sea, ocean, forest, hill, mountain, beach and diff</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Where in the world is India and New Delhi? What is the weather like there? What are some of the physical and human features and characteristics of New Delhi? Where in the world is the UK and Newcastle? What are some of the physical and human features and characteristics of Newcastle? Can you map the continents and oceans of the world and find Newcastle and New Delhi? <b>Answer BQ:</b> How are New Delhi and Newcastle the same and how are they different?</p>



# Year 3

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="129 288 405 411">Autumn 1 Exploring The United Kingdom</p> <p data-bbox="114 464 421 544">What is the geography of the United Kingdom?</p> <p data-bbox="143 592 389 624">Location and Place</p> 	<p data-bbox="450 245 712 277"><u>Locational knowledge</u></p> <ul data-bbox="495 296 1435 504" style="list-style-type: none"> <li>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</li> </ul> <p data-bbox="450 555 875 587"><u>Geographical skills and fieldwork</u></p> <ul data-bbox="495 606 1458 813" style="list-style-type: none"> <li>Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p data-bbox="1485 245 2074 277">What are the countries and cities of the UK?</p> <p data-bbox="1485 288 1957 320">What is a capital city? (government)</p> <p data-bbox="1485 331 2096 411">What are the characteristics of the countryside in the UK?</p> <p data-bbox="1485 422 2040 454">What are regions? Zoom in on North East.</p> <p data-bbox="1485 466 2063 545">What and where are the different counties? (compass directions and grid references)</p> <p data-bbox="1485 557 2096 668">What are the human and physical features of an urban and rural area? Maps to compare (population, topographical etc.)</p> <p data-bbox="1485 679 2024 759">How can four-figure grid references help locate places on a map?</p> <p data-bbox="1485 770 2011 850"><b>Answer BQ:</b> What is the geography of the United Kingdom?</p>
<p data-bbox="152 943 376 1018">Spring 1 A Trip to Europe</p> <p data-bbox="125 1070 407 1150">How well do you know your continent?</p> <p data-bbox="129 1203 405 1283">Location and Place Systems and Processes</p>  	<p data-bbox="450 900 712 932"><u>Locational knowledge</u></p> <ul data-bbox="495 951 1435 1062" style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p data-bbox="450 1118 875 1150"><u>Geographical skills and fieldwork</u></p> <ul data-bbox="495 1169 1458 1345" style="list-style-type: none"> <li>Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of Europe</li> </ul>	<p data-bbox="1485 900 2033 979">Can we locate Europe on a world map and name all the continents?</p> <p data-bbox="1485 991 2024 1134">What and where are some of the main countries of Europe? How can we recognise them? (human and physical features – 2 lessons)</p> <p data-bbox="1485 1161 2096 1193">What are the environmental regions of Europe?</p> <p data-bbox="1485 1204 2063 1284">What are the major capital cities in Europe? (four-figure grid references)</p> <p data-bbox="1485 1295 2040 1327">Can we compare different European cities?</p> <p data-bbox="1485 1339 1995 1418"><b>Answer BQ:</b> How well do you know your continent?</p>

Summer 1  
Our Jesmond

How is land used in  
Jesmond?

Location and Place  
Planning and Decision  
Making



Locational knowledge

- Name and locate areas in the locality, their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

- Describe and understand key aspects of human geography, including types of settlement and land use.

Geographical skills and fieldwork

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



Fieldwork required

What are the different types of land use?  
How can we use Ordnance Survey Maps to  
identify land use?

Fieldwork Enquiry: What can we find out  
about land use in Jesmond?



Fieldwork Enquiry: How can we use maps to  
present land use data in Jesmond?

Fieldwork Enquiry: How could you solve  
problems identified during fieldwork?

Is the land use in Jesmond similar to other  
parts of the UK?

**Answer BQ:** How is land used in Jesmond?

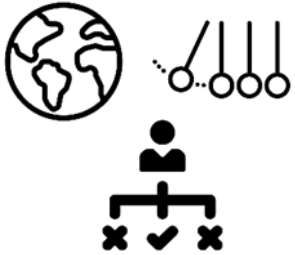
# Year 4

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="145 288 385 368">Autumn 2 Investigating Rivers</p> <p data-bbox="112 419 418 499">What is the journey of a river?</p> <p data-bbox="125 550 405 630">Location and Place Systems and Processes</p> 	<p data-bbox="450 247 712 279"><u>Locational knowledge</u></p> <ul data-bbox="495 295 1429 507" style="list-style-type: none"> <li>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</li> </ul> <p data-bbox="450 555 846 587"><u>Human and physical geography</u></p> <ul data-bbox="495 603 1429 683" style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: rivers and the water cycle</li> </ul> <p data-bbox="450 778 869 810"><u>Geographical skills and fieldwork</u></p> <ul data-bbox="495 826 1456 954" style="list-style-type: none"> <li>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</li> </ul>  <p data-bbox="622 1070 862 1102">Fieldwork required</p>	<p data-bbox="1485 247 1832 279">What are rivers used for?</p> <p data-bbox="1485 288 2096 368">What are the main rivers in the UK and what seas are they connected to?</p> <p data-bbox="1485 378 2096 458">What are the key features of a river and how are they formed?</p> <p data-bbox="1485 467 1854 499">What is polluting our rivers?</p> <p data-bbox="1485 509 1989 541">How does the water cycle affect rivers?</p> <p data-bbox="1485 550 1760 582">Fieldwork: River Tyne</p> <p data-bbox="1485 592 2067 624"><b>Answer BQ:</b> What is the journey of a river?</p>

Spring 1  
Tourism in Andalucía  
and Northumberland

Is tourism always,  
sometimes or never  
positive for an area  
and why?

Location and Place  
Cause and Effect  
Planning and Decision  
Making



Locational knowledge

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

Place knowledge

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

Human and physical geography

- Describe and understand key aspects of physical geography including climate zones
- Describe and understand key aspects of human geography including: types of settlement and land use

What are some of the countries of Europe including Spain (Andalucía) and the UK (Northumberland)? (map work)  
Can you compare the weather and climate? (climate zones – use/read graphs)  
How are the physical and human features the same or different?  
Why would tourists visit Andalucía and Northumberland? (famous food, land use, economic activity, natural resources) (Survey to ask about favourite Northumberland attractions and create graphs)  
What is the impact of tourism? (three negatives and three positives that tourists bring to each region)  
**Answer BQ:** Is tourism always, sometimes or never positive for an area and why?

## Summer World Trade

How do climate zones  
affect trade?

## Location and Place Systems and Processes



### Locational knowledge

- Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere

### Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts
- 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 food, minerals and water

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied



What are the different climate zones? What is the difference between climate and weather? What are the different world biomes and what are the characteristics of each one? Who am I activity.

What grows in each biome? Vegetation belts. How do climate zones and biomes affect settlement, land-use and the distribution of natural resources?

What is trade? What goods are traded between countries?

**Answer BQ:** How do climate zones affect trade?

# Year 5

Title/ Term	National Curriculum	Lesson Overviews
<p style="text-align: center;">Autumn 2 Marvellous Mountains</p> <p>Are all mountains the same?</p> <p style="text-align: center;">Location and Place Systems and Processes</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Identify the position and significance of The Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including hills and mountains</li> <li>Describe and understand key aspects of human geography, including: land use and economic activity</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied</li> </ul>	<p>What does a world map tell us? (Tropics of Cancer and Capricorn, Northern and Southern Hemisphere)</p> <p>Can you locate different continents, countries?</p> <p>What are mountains and how are the different types of mountains formed?</p> <p>What are contour lines?</p> <p>How can you tell where mountains are in the world? (topographical maps)</p> <p>Where are the world's main mountain ranges located? Case study to compare two mountains.</p> <p>How do people use mountains? How do mountains affect life? (land use, economic activity, tourism)</p> <p><b>Answer BQ:</b> Are all mountains the same?</p>

## Spring 1 Rainforests

The rainforest:  
sanctuary or factory?

Location and Place  
Cause and Effect  
Systems and Processes



### Locational knowledge

- Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region within South America

### Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and rivers
- 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

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied

What does a world map tell us (hemispheres, Equator, Poles etc.) and how does it help us locate the world's countries? (latitude and longitude)

What is a rainforest and where are they located? (focus on South America)

What are the layers of the rainforest?

What people and plants live in the rainforest?

Recap all world biomes but focus on rainforest biome. (climate zones, environmental regions, biomes, vegetation belts, food and rivers)

How does living in the rainforest affect people?

What do we use the rainforest for? (human geography; land use, settlement, farming, distribution of natural resources)

What is deforestation? (human and physical impact) Look at secondary sources on decreasing rainforests (graph work linked to secondary data)

**Answer BQ:** Is the rainforest a sanctuary or a factory?

Summer  
North America

How does North America  
compare to the UK?

Location and Place



Locational knowledge

- Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, states and major cities

Place knowledge

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

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied
- Use the eight points of a compass, six-figure grid references, symbols and keys to build their knowledge of the wider world

**Where is North America and what are some of its countries and states?** (How is it organised into states and areas such as the Caribbean and Central America)

**What are the capital cities of North America?** What is a capital city and what are the capital cities of the different countries? Grid references.

**What is the climate in different parts of North America?** Look at global climate zone map to identify climate patterns around the world. Explore some of the different climate zones and environmental regions in North America – think about scale - use graphs and charts to examine and compare the climate in different locations around the continent and compare to UK.





**What are the geographical characteristics of North America?** Identify some famous human features and landmarks e.g. Panama Canal and Hoover Dam, as well as some physical features e.g. Grand Canyon and Niagara falls, exploring how they were formed.

**What are the geographical characteristics of the United Kingdom?** Consider both human and physical features, their similarities and differences.

**Answer BQ:** How does North America compare to the UK?



# Year 6

Title/ Term	National Curriculum	Lesson Overviews
<p style="text-align: center;">Autumn 2 Our Island, Our Future</p> <p>Saving my planet: what can I do?</p> <p style="text-align: center;">Planning and Decision Making Cause and Effect</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Understand the processes that give rise to key physical and human geographical features of the world.</p> <p>Become competent in the geographical skills needed to interpret a range of sources of geographical information.</p> <p>Communicate geographical information in a variety of ways.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate change</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use fieldwork to measure and record.</li> </ul> <div style="display: flex; align-items: center; margin-top: 10px;">   <div style="margin-left: 10px;">Fieldwork required</div> </div>	<p>What is climate change?</p> <p>What causes climate change and what can we do?</p> <p>What are the indicators of a warming world?</p> <p>What do graphs tell us about climate change?</p> <p>How can we enjoy a sustainable future?</p> <p>What fieldwork could help us answer our big question?</p> <p><b>Answer BQ:</b> Saving my planet: what can I do?</p>

Summer  
Extreme Earth

Why do natural disasters happen?

Location and Place  
Systems and Processes



Become competent in the geographical skills needed to interpret a range of sources of geographical information including maps, diagrams and globes.

Human and Physical Geography

- Describe and understand key aspects of physical geography, including: volcanoes and earthquakes
- Describe and understand key aspects of human geography, including: types of settlement and land use

Locational Knowledge

- 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)

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied
- Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world

What is under our feet? (layers of the Earth)

How are volcanoes formed?

Where are volcanoes located?

Why do people settle near volcanoes? (land use)

Why do earthquakes happen?

What happens during an earthquake?

What should you do in an earthquake?

What ways can we protect ourselves?

**Answer BQ:** Why has this natural disaster happened? (news report or poster from location of volcano/earthquake)