

**GEOGRAPHY CURRICULUM COHESION**

|                | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Nursery</b> | <p>During each term children will use all their senses in hands on exploration of natural materials and be encouraged to use vocabulary related to what they explore.</p> <p>Every day we will identify the day, date and month. We will decide on the weather of the day together, after making basic observations and draw attention to the season and what is a key identifying feature of that season. Such as "It is autumn. We can see it's autumn because the leaves have fallen from the trees." or "It is winter. We can see it is winter because there is frost on the grass"</p> <p>We will encourage parents to share places they have visited such as farms or holiday locations. We will use correct and key vocabulary to describe and name physical and human geographical features that the children have experienced or seen.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                | <p><b>Let's Celebrate:</b><br/>Harvest, Black History Month, Diwali, Halloween, Bonfire Night, Hanukkah, Christmas, Autumn</p> <p><b>All about me!</b></p> <p>Through the celebration of Diwali, children will find out about the country India and be shown it on a world map and a globe. They will look at photographs and videos of traditional Indian homes and small towns and discuss the similarities and difference to their homes and Ferryhill.</p> <p>Through discussions relating to being an Eco-School, we will aim to reduce, reuse and recycle. We will talk about our impact on the world.</p> <p>Children will be taught how to look after their nursery and the nursery garden. Through the story, 'Where's Spot?' children will understand position through words alone. Such as 'under' and 'behind'.</p>                     | <p><b>Let's Celebrate:</b><br/>New Year, Chinese New Year, Valentines and the people we love, World Book Day, Mother's Day, Easter, Winter, Spring,</p> <p><b>Traditional Tales</b></p> <p>Through the celebration of Chinese New Year, children will find out about the country China and be shown it on a world map and a globe.</p> <p>They will look at photographs and videos of traditional Chinese homes and small towns and discuss the similarities and difference to their homes and Ferryhill and to those in India when we looked at Diwali.</p> <p>We will have a visit from a travelling farm, where we will learn about animals and how to care for all living things and the environments that they live in. We will use the key vocabulary for human features such as 'farm' and 'field'.</p> | <p><b>Let's Celebrate:</b><br/>Eid, Gypsy, Roma and Traveller History Month, Father's Day, Pride, Summer</p> <p><b>Let's Grow</b></p> <p>Through the story, 'We're Going on a Bear Hunt', they will begin to describe the settings in the story using basic geographical vocabulary for both physical features and human features such as 'beach', 'cave', 'river', 'meadow', 'snow', 'house'.</p> <p>Children will know that they live in Ferryhill and that it is a town, or the name of their town or village. We will discuss the homes in which our friends live by using key vocabulary related to human features such as 'house', 'bungalow', 'caravan' or 'trailer'.</p> <p>Through the topic 'Let's Grow' children will begin to understand the need to respect and care for the natural environment and all living things.</p> |

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| Reception | <p><b>Marvellous Me!</b><br/><b>Celebrations - Who are my family and where do we live?</b></p> <p>Throughout the term, children will observe and comment on weather and seasonality linked to the daily calendar. They will observe and identify similarities and differences between themselves and others- people, family, homes, and celebrations (Diwali and Christmas Around the World) and human and animal skeletons.</p> <p>Children will develop an understanding of 'People Who Help Us' in the community- doctors, police and fire brigade.</p> <p>Children will explore autumn- observing and noting changes and making simple comparisons to other seasons. Children will visit Hardwick Park and collect and compare leaves around the park.</p> | <p><b>The Big Freeze/Chinese New Year Superfood - How is where I live the same/different to Antarctica?</b></p> <p>Throughout the term, children will continue to observe and comment on weather and seasonality linked to daily calendar. Children will explore winter and spring- observing and noting changes and making simple comparisons to other seasons. They will observe and identify similarities and differences between themselves and others- e.g. Chinese New Year.</p> <p>Children will be introduced to the world map and explore places special to them through Google Earth. Children will explore environments, climate and animals that live in the polar regions, particularly Antarctica and penguins, linked to stories (Lost and Found) and make simple comparisons to our lives in England.</p> <p>Children will begin to develop an understanding of recycling and plastic pollution- How is it effecting penguins? How can we help here? Children will develop an understanding of 'People Who Help Us' through visits from the nurse and dentist. Children will develop their understanding of growth by planting and caring for seeds in the class garden and school allotment. Children will explore where food comes from and begin to gain an understanding of the farm to fork process. They will visit a farm. Fairtrade will be introduced to them.</p> | <p><b>Me and My Universe</b><br/><b>Out and About - How is where I live the same/different to the beach?</b></p> <p>Throughout the term, children will continue to observe and comment on weather and seasonality linked to daily calendar. Children will continue to explore spring and later summer- observing and noting changes and making simple comparisons to other seasons.</p> <p>Children will develop a simple understanding of space and planets. Children will explore their place on Earth further through books such as 'Me on a Map', 'Henry's Map' and later pirate maps. They will begin to gain an understanding of simple maps that they could produce.</p> <p>Through the context of Minibeasts, children will carry out simple fieldwork to compare environments and habitats e.g. the school grounds to the woods to the beach.</p> |
| Year 1    | <p><b>Where I live: My school, my home, my village - Where do I live?</b><br/><b>NC Ref: Geographical skills and fieldwork</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Local Area: Me and my locality – Comparing Ferryhill to a seaside town such as Seaham</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>The United Kingdom: The Four Countries, Capital Cities and surrounding seas - Where is the United Kingdom on a world</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|        | <p>Connected Geog Links- What is the geography of where I live?<br/>Pupils locate where they live on a world and UK map. They use basic geographical vocabulary to talk about their local area, their journey to school and look at simple maps and aerial photographs. They devise a map of their journey to school using directional language to describe location of features and routes.</p> <p><b>End Points</b><br/>To know where we live.</p> <p>To use maps and atlases.</p> <p>To use aerial photographs to find places.</p> <p>To use maps and the 4 points of the compass</p> <p>To know some human and physical features of the their local area.</p> <p>To compare towns and countryside.</p> | <p><b>Harbour/Seaton Carew - How is a seaside town different to my town?</b><br/><b>NC Ref: Human and physical geography</b><br/>Connected Geog Links- Why do we love being beside the seaside?<br/>In this unit the children carry out an in-depth study of a local coastal town. They begin to understand some of the physical and human features such as the shops, harbour, industry – eco link to wind farm? They begin to understand some of the reasons people visit or live in this area.</p> <p><b>End Points</b><br/>To recap and understand physical and human features of Ferryhill.</p> <p>Identify human and physical features of Seaham (Shops, Harbour, Industry).</p> <p>Understand explore why people may choose to live in Seaham and Ferryhill.</p> <p>Compare features of Seaham and Ferryhill.</p> | <p><b>map and what are the four countries and their capital cities?</b><br/><b>NC Ref: Locational knowledge and geographical skills and fieldwork.</b><br/>Children locate the United Kingdom on a world map with increased independence and understand how it is made up of four countries.<br/>Children locate the capital city of each country and understand some of the key similarities and differences between the four.<br/>They will name, locate and identify the surrounding seas of the U.K.</p> <p><b>End Points</b><br/>To locate the UK on a world map</p> <p>To know the four countries that make up the United Kingdom.</p> <p>To locate the capital city of each country in the UK.</p> <p>To explore the 4 capital cities and compare them – similarities and differences.</p> <p>Name, locate and identify the surrounding seas of the UK.</p> |
| Year 2 | <p><b>Continents and Oceans : exploring the globe - What are the seven continents and five oceans, and where are they in the world?</b><br/><b>NC Ref: Locational knowledge Geographical skills and fieldwork</b><br/>In this unit children build on their previous learning about world climate</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Hot and Cold Places: Weather and Climate around the World - What is the difference between a hot and cold climate?</b><br/><b>NC Ref: Human and Physical geography – Geographical skills and fieldwork</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>A Contrasting Locality: How does Weligama compare with where I live?</b><b>NC Ref: Place knowledge Geographical skills and fieldwork</b><br/>Connected Geog Links- How does Weligama compare with where I live?<br/>Children study a small area of a country far different from where they live and compare</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|        | <p>exploring in further detail the world map locating and naming each continent and ocean.</p> <p>Children begin to use increasingly accurate vocabulary – including compass direction - to describe the continents and their locations. Pupils learn about the key features of each ocean and differences between them.</p> <p><b>End Points</b></p> <p>To understand the concepts of continents and oceans.</p> <p>To identify and name the seven continents.</p> <p>To identify and name the five oceans.</p> <p>To locate the continents and oceans on a map.</p> <p>To compare the continents and oceans.</p> | <p>Children revisit the world and UK maps to locate where they live. From there they begin to locate other locations in the world and understand that different countries experience different weather conditions. Within this they look at how different hot and cold climates are and will use maps/atlasses/globes to identify these around the world. They will identify how human life is shaped by climate</p> <p><b>End Points</b></p> <p>What is the difference between weather and climate?</p> <p>What is hot climate?</p> <p>What is a cold climate?</p> <p>Locate hot and cold climates on a world map.</p> <p>Describe the characteristics of a hot (<b>Australia</b>) and cold (<b>Antarctica</b>) climate.</p> | <p>it to Ferryhill. They study the area of Sri Lanka where our partner school is located. They locate the area on a map, then compare and contrast the physical and human features of the area. They devise a simple map to compare locations and construct basic symbols in a key.</p> <p><b>End Points</b></p> <p>How does Weligama compare with where I live?</p> <p>How does Weligama differ to Ferryhill?</p> <p>How do homes in our local area differ to that in Welligama?</p> <p>What are the weather and seasonal patterns like in Welligama?</p> <p>How is the climate in Sri Lanka different to the United Kingdom?</p> |
| Year 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Ferryhill – A local geographical study - How has Ferryhill changed over time, and how can we use maps to explore its physical and human features?</b></p> <p>NC Ref:</p> <p><b>Locational knowledge</b></p> <p>-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</p>                                                                                                                                                                                                                                                    | <p><b>Rivers - What is a river and why are they important to both people and nature?</b></p> <p>NC Ref:</p> <p><b>Knowledge</b></p> <p>Locate the world's countries – focus on Europe, North and South America – key physical characteristics – rivers and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features (including rivers),</p>                                                                                                                                                                                                       |

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|  |  | <p>understand how some of these aspects have changed over time.</p> <p><b>Place Knowledge</b></p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Skills</b></p> <p>-Use maps and digital mapping to describe features studied.</p> <p>-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</p> <p>-use four-figure grid references, symbols and key<br/>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Connected Geog Links- How and why is my local area changing?</p> <p>Moving on from their locality knowledge in Year 1 children will delve into the land use in their local area. Looking at mining and how this changed the environment as well as using maps/digital mapping to investigate changes over the years. They will become familiar with OS maps and using four-figure grid references, symbols and keys.</p> <p>Pupils apply this knowledge to understand the physical and human geographical features of our local area and the wider northeast area.</p> <p><b>End Points</b></p> <p>To be able to locate the local area on a map</p> | <p><b>Human and physical</b></p> <p>- describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p><b>Skills</b></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, symbols and a key to build their knowledge of the United Kingdom and the wider world.</p> <p>Building on their knowledge of oceans from Year 2, children will learn about rivers and the water cycle. They will identify the parts of a river and land use around them, and how this can change people's lives. They follow a river, from source to sea, learning about the way it has affected and changed the physical geography of the land and people's lives over time.</p> <p>Locational knowledge will include naming and locating rivers (and counties) in each of the four countries of the UK and major rivers around the world.</p> <p><b>End Points</b></p> |
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| Year 4 | <p><b>Mountains and Volcanoes - How do mountains and volcanoes form, and how can we locate them around the world?</b></p> <p>NC Ref:</p> <p><b>Locational knowledge</b></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p> <p>key physical features – mountains</p> <p>-identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere</p> <p><b>Human and physical geography.</b> Describe and understand key aspects of physical geography, including mountains and volcanoes</p> <p>-Human geography including types of settlement and land use and the distribution of natural resources (minerals)</p> <p><b>Geographical skills and fieldwork</b> - use maps, atlases and globes and digital/computer</p> | <p><b>Earthquakes and Tsunamis - What causes earthquakes and tsunamis, and how do they affect people and places?</b></p> <p>NC Ref:</p> <p><b>Location knowledge</b></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p><b>Human and physical geography.</b> Describe and understand key aspects of physical geography, including earthquakes</p> <p>Human geography including types of settlement and land use</p> <p><b>Geographical skills and fieldwork</b> - use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p> <p>Connected Geog Links- Why do some earthquakes cause more damage?</p> <p>In this unit pupils build on their previous</p> | <p><b>Settlements and Land use in the UK - What makes a successful settlement, and how has Durham's settlements and their land use change over time?</b></p> <p>In this unit pupils use their understanding of the UK to identify land use and how this has changed over time in response to human needs (link with history unit on Anglo Saxons/Durham).</p> <p>Pupils complete a case study of the Durham area and its growth over time.</p> <p>Pupils use mapping skills to look at the features of the area asking and answering questions about changes over time.</p> <p>Pupils further develop their understanding of places and how they are classified. They carry out field work using OS maps.</p> |

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|        | <p>mapping to locate countries and describe features studied</p> <p>Connected Geog Links- Why are mountains so important?</p> <p>Connected Geog Links- How do volcanoes affect the lives of people (UK2)</p> <p>Pupils build on their previous learning about rocks and soils in Year 3 to learn about how volcanoes and different types of mountains are formed. Continuing to cement their knowledge of the continents and oceans, pupils locate mountain ranges and volcanoes across the globe employing previous skills in using world maps, including digital mapping. They also understand their unique features and some of the positive and negative aspects of living near them.</p> <p><b>End Points</b></p> <p>To understand the structure of the Earth</p> <p>Know there are different kinds of mountains</p> <p>Use a map to locate mountain ranges around the UK.</p> <p>Use an atlas to locate mountains across the world</p> <p>To explain how volcanoes are formed.</p> | <p>learning about mountains and volcanoes to understand how earthquakes/Tsunamis occur and their impact.</p> <p>Pupils use maps to identify fault lines and understand why earthquakes are specific to particular areas of the globe. Pupils learn about significant earthquakes in international history – Tsunami 2004 (Our links with Sri Lanka) - and what has been learned from them.</p> <p><b>End Points</b></p> <p>To understand what earthquakes and tsunamis are.</p> <p>To understand how tectonic plates cause earthquakes.</p> <p>To understand how tsunamis are formed</p> <p>To understand the impact on earthquakes and tsunamis on humans and the environments</p> <p>To learn how communities prepare for earthquakes and tsunamis.</p> <p>To know the five deadly features of an earthquake.</p> | <p><b>End Points</b></p> <p>To understand what a settler would need for a successful settlement.</p> <p>To understand different settlements and how settlements change over time.</p> <p>To be able to use maps and map symbols to explore settlements.</p> <p>To use 4 figure co-ordinates to locate points on a map.</p> <p>Describe how land use has changed over time - Durham</p> |
| Year 5 | The Geography of western Europe - How do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What makes Brazil and the Amazon unique?                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>the physical and human features of Scandinavia compare to the UK, and how has land use in both regions changed over time?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- locate Europe's countries (including the location of Russia), their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of the Arctic and Antarctic, Equator, Prime/Greenwich Meridian and time zones (including day and night)</li> <li>- understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p><b>End Points</b></p> <p>To locate Scandinavia's countries and major cities on a world map.</p> <p>To explore the climate and weather of Scandinavia</p> <p>To describe the biomes of Scandinavia.</p> |  | <p><b>Continent Focus: South America</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>- understand geographical similarities and differences through the study of the human and physical geography of a region of the UK (North) and a region within South America</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 biomes, climate zones and vegetation belts</li> <li>- describe and understand key aspects of human geography, including: economic activity including trade links and fair trade</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>End Points</b></p> <p>Where is South America and what is it like?</p> <p>What is the Amazon Rainforest Like?</p> <p>Why is the Amazon River Important?</p> <p>What is life like in Brazil?</p> <p>What are the threats to the Amazon?</p> |
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|        | <p>To explore the physical features of Scandinavia.</p> <p>To explore some aspects of the human geography of Scandinavia.</p> <p>To be able to compare an area in the UK with an area in Scandinavia.</p> <p>To show how land use has changed over time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What have we learned about Brazil and the Amazon? |
| Year 6 | <p><b>Why is fair trade fair?</b><br/><b>Connected geog unit</b><br/><b>Locational knowledge</b><br/>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br/><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>-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.<br/><b>Geographical skills and fieldwork</b><br/>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> | <p><b>How is climate change affecting the world?</b><br/><b>(Connected Geog unit)</b><br/><b>Locational knowledge</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br/>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.<br/>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)</p> <p><b>Human and physical geography</b></p> |                                                   |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. --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.</p> <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> |  |
|  | <p>This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. This unit will build on the sustainability unit in Year 3 where pupils learned sustainable methods and about how people affect their environment. The Silk Road, which remains the world’s most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don’t have and are prepared to pay to obtain. This line of enquiry will add value to a study in history of Baghdad (perhaps the most important city along the Silk Road). Two thousand years later, China is the</p> | <p>In this unit, pupils will be developing their understanding of energy sources and sustainability from year 2 and 4. Pupils will be investigating personal stories who have been impacted by climate change and weather patterns around the world including our International partner schools in Kenya and Sri Lanka. Pupils will be connecting the impact of natural disasters including: tsunami, hurricanes, droughts and flooding upon communities, from global warming. Pupils will investigate the main manifestations of global warming and spend time understanding its causes, particularly in relation to greenhouse gases in South America.</p> <p>The enquiry culminates in pupils reflecting upon international agreements to reduce</p>     |  |

**GEOGRAPHY CURRICULUM COHESION**

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|  | <p>United Kingdom's largest single-country trading partner and the pupils are supported to investigate exactly what the UK imports from China and why? There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School – link to eco schools.</p> <p><b>End Points</b><br/>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Human and physical geography<br/>Describe and understand key aspects of:<br/>-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.<br/>Climate zones<br/>Economic activity and trade</p> | <p>global warming, phase out the burning of fossil fuels and to develop renewable and carbon neutral sources of energy. The scale of study is therefore local, whether the location is in The Gambia, Australia, the United Kingdom or Greenland.</p> <p><b>End Points</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br/>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.<br/>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p> |  |
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**GEOGRAPHY CURRICULUM COHESION**

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|  | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul> | <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. --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.</p> <p>Climate zones</p> <p>Biomes and Vegetation belts</p> <p>Types of settlement and land use</p> <p><b>Geographical skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> |  |
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