







# The Geography Curriculum

## Year 1

Intent	<p>At Benjamin Adlard Primary School, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We follow the Rising Stars Geography framework, which provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.</p>
Implementation	<p>In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as discrete subject, focusing on knowledge stated in the Early Years and National Curriculum. Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> <li>• Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet.</li> <li>• Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education.             <ul style="list-style-type: none"> <li>• Make their own decisions about how they will communicate their ideas and explanations.</li> <li>• Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments.</li> </ul> </li> </ul> <p>Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.</p>

## Progression through the National Curriculum

		EYFS	End of Key Stage One	Key Stage Two
Locational Knowledge		<ul style="list-style-type: none"> <li>- Locate their house from a photograph of their street/Google maps.</li> </ul>	<ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <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> <li>- 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)</li> </ul>
Place Knowledge		<ul style="list-style-type: none"> <li>- Describe some geographical features of the immediate environment.</li> <li>- eg. house, street, road, garden, garage, trees</li> </ul>	<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>	<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
Human and Physical Geography		<ul style="list-style-type: none"> <li>- Describe types of weather seen in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- use basic geographical vocabulary to refer to:</li> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>- describe and understand key aspects of:</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul>

Geographical Skills & Field work		<ul style="list-style-type: none"> <li>- Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct.</li> <li>- Use computer mapping and Google Street View to locate their street and house.</li> <li>- Survey the traffic that goes past school.</li> </ul>	<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> <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 geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<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> <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>
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Year 1 – Autumn 1		Unit 1 – Our Local Area			
National Curriculum Objectives Covered					
<ul 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 geography of their school and its grounds and the key human and physical features of its surrounding environment</li><li>• Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>					
Cross Curricular links					
<ul style="list-style-type: none"><li>• English: developing oral and listening skills through using geographical vocabulary; writing short descriptions or captions when recalling places visited; composing lyrics for a song.</li><li>• Maths: asking and answering questions about totalling and comparing categorical data when recording statistics of modes of travel to school; interpreting simple pictograms and tables; sequencing events in chronological order using language, recalling their fieldtrip.</li><li>• Art &amp; design: developing a wide range of art and design techniques in using colour, pattern, texture, through map-making and creating 3D models; exercising skills with charcoal, pastel, crayon or paint, cutting, sticking and collage.</li><li>• Music: learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody</li></ul>					
Prior Learning					
In EYFS, children talk about what they can see using wide vocabulary. They know that there are different countries in the world and talk about the differences they have experienced and seen in photos. They draw information from a simple map and understand that some places area special to members of their community.					
By the end of this unit pupils will have the opportunity to:					
Year 1 - Geographical skills and fieldwork		<ul style="list-style-type: none"><li>- Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>- Know about the local area and can name and locate key landmarks.</li><li>- Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.</li><li>- Know how to devise a simple map with a key.</li><li>- Know and use simple fieldwork and observational skills to study the geography of their school</li></ul>			
Next Steps – Progression through the geography curriculum					
Geography Programme of Study	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<ul style="list-style-type: none"><li>- Know directional language to describe a natural environment</li><li>- Know and use basic weather symbols.</li><li>- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.</li></ul>	<ul style="list-style-type: none"><li>- Know how to use the zoom function of a digital map to locate places and gather information</li><li>- Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</li><li>- Know about the ‘globe’ and how they made it into a map</li><li>- Can use fieldwork and mapwork to measure, record and describe the characteristics of the</li></ul>	<ul style="list-style-type: none"><li>- Know how to use give directional instructions up to eight compass points</li><li>- Know how to make a map of a route with features in the correct order</li><li>- Know appropriate techniques to carry out fieldwork in a local area</li></ul>	<ul style="list-style-type: none"><li>- Know, locate and describe several physical environments in the UK.</li><li>- Know and locate the UK's major rural and urban areas.</li><li>- Know how to use maps to locate the Alps and identify the physical features of the region.</li><li>- Know how to use base maps to create their own maps of the Alpine region.</li><li>- Know how to use maps to locate places and countries</li></ul>	<ul style="list-style-type: none"><li>- Know and locate Brazil and the Amazon Basin and River and describe features studied.</li><li>- Know and locate national and global environmental issues.</li><li>- Know and recognise things that can be preserved in the local environment for the future.</li></ul>

		temperate zone using appropriate vocabulary.		that locally available products come from.	
Unit Overview					
This unit focuses on the immediate locality where your class lives. The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Consider the varying ‘scales’ of their experience: in an urban school, your locality will be different to that of a rural school. Maps you have drawn as examples are important to model the job of a map-maker for the class. The base map for the Big Finish in Week 6 will have a key and symbols created by the children. The children will also use and add to a classroom plan (Week 2) and practise sequencing events on a journey. Look up children’s addresses, mark them on a map and use parents’ local expertise and community insight. Reinforce their vocabulary through looking at photos and sketches					
Map work					
The National Curriculum has a focus on using and making maps. You should use this to your advantage in this unit. The children will come to know the differences between a map, plan and aerial photograph. They will have the opportunity to use locational and directional language to describe the location of features and routes on a map. Maps you have drawn as exemplars are important to model for children the job of a map-maker. They should see themselves as mapmakers – making their view of their world – as an important role. The base map for the Big Finish should have a key (and symbols) created by children in Week 6. There are also opportunities for the children to use and add to a classroom plan (Week 2) and practise sequencing events on their journey. Treat their emergent mapping with some care – it is not the role at this stage to get it ‘right’; it is important we allow them to form views of their world and for us to try to capture some spatial awareness through how they record what they do. It is an intensively creative act, and the larger the paper and bigger the scale we can support their developing graphicacy, the better! Find out where children live, mark it on a map and remember to use parents’ local expertise and community insight. Childrens’ vocabulary can be reinforced by adding photos and sketches to make multimedia maps					
Fieldwork					
The children will have the opportunity to use simple fieldwork and observational skills in the school, its grounds and surroundings. Between Weeks 4 and 5, the children will go on a fieldtrip. Look through your school fence, climb to the top of your building (if you can) to look down or walk round the perimeter: school grounds studies and local walks are essential. Before you start work, consider what you will have as a focus for these six weeks. Speak with the children about which places you feature: your idea of what’s local and significant, near and far and considered a landmark may be different to theirs. Virtual fieldtrips using images from websites can be alternatives. Prior EYFS learning will have given children some locational and place knowledge; children’s’ previous teachers can advise if they have visited a farm, park, high street or market. Local maps can be stuck in the independent learning area to support you and other adults: if a child mentions somewhere you haven’t heard of, you can identify where it is? Street names, local rivers (however built around or culverted) and any green space should be looked at, considered, understood and put into a context – how long has it been there? Who cares for it? Is it worth keeping? Why?					
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit		
<ul style="list-style-type: none"><li>- I know about the local area</li><li>- I know key landmarks in the local area</li><li>- I know what human and physical features are</li><li>- I know locational and directional language to describe a journey of a map</li><li>- I know the journey on a map of the local area</li><li>- I know simple compass directions</li></ul>			<ul style="list-style-type: none"><li>- I can talk about the natural environment</li><li>- I can locate places on a map of the local area using locational and directional language</li><li>- I can describes a journey on a map of the local area using simple compass directions and locational and directional language</li></ul>		
Key Assessments					
<p><b>All children can:</b></p> <ul style="list-style-type: none"><li>• know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features)</li><li>• talk about a natural environment, naming its features using some key vocabulary</li><li>• locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick).</li></ul> <p><b>Most children can:</b></p> <ul style="list-style-type: none"><li>• know about the local area, and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area, and describe these features and locate them on a map using images or drawings)</li></ul>					



- recognise a natural environment and describe it using key vocabulary
- describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).

**Some children can:**

- know the local area and its physical and human geography (e.g. investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and describe these features and locate them on a map using images or drawings)
- recognise different natural environments and describe them using a range of key vocabulary
- describe a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).

## Subject knowledge and teaching guidance



A physical feature of a geographical area is one that occurs naturally, such as the River Trent and Lea Woods.



A human feature of a geographical area is one that has been put there or made by humans, such as Tescos and school.



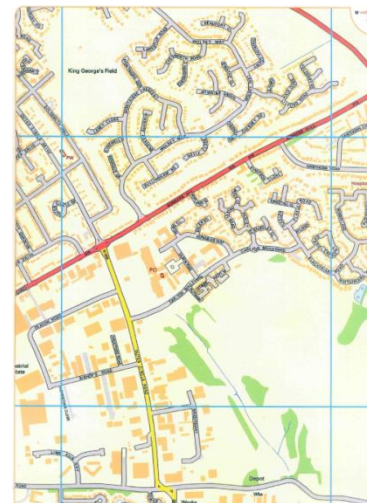
On aerial photographs and maps to locate the following human and physical features of our local area:

**Human:**

- Roads
- Houses
- Post Office
- Factories
- Quarry

**Physical:**

- Woodland
- Grassland
- Rivers/streams
- Classrooms
- Offices
- Playground

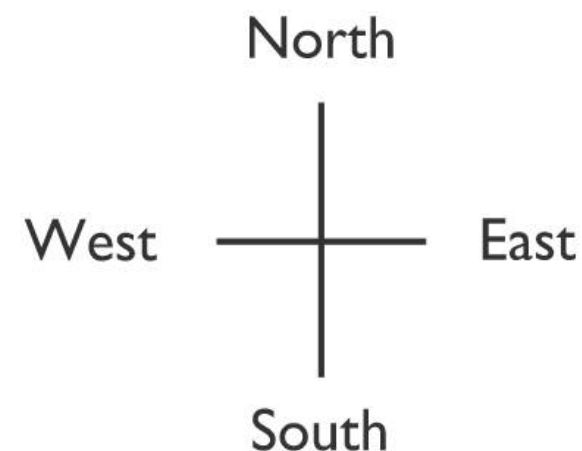


### What are maps?

Maps are drawings of the landscape from above. Imagine climbing to the top of a tall building and looking down. Houses, streets and trees look very different from this viewpoint. Maps show the landscape from this position, called an aerial view.



Grid references are always given in a certain order. Start at the bottom left corner of the map. Run your finger ALONG letters at the bottom, then UP the numbers.



### Key vocabulary and definitions

Human feature	Modifications that human beings have made to the land.
Physical feature	The natural features of the Earth's surface.
Near	Something a short distance away
Far	Something a great distance away.
Map	Drawings of landscapes from above.
Grid	Lines that cross each other to form squares or rectangles.
Symbols	A picture that represents something else.
Green space	An area of grass, trees or other vegetation.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To describe the places that we go often and rarely, and what we see on the way to school.	To understand what is near to school, far away from school and to gain a sense of place.	To use and understand a simple plan of the classroom.	To understand and use a local area map.	To identify the destination of a field trip.	To be able to remember a local journey and the stages in order.



Year 1 – Spring 1		Unit 2 – People and their Communities			
National Curriculum Objectives Covered					
<ul style="list-style-type: none"><li>• Name and locate the world’s seven continents and five oceans.</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><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><li>• 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.</li><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><li>• Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li></ul>					
Cross Curricular links					
<ul style="list-style-type: none"><li>• English: writing at length on the different landscapes and people studied</li><li>• Maths: considering the distance (in hours and days) to travel to these places and link to children’s mathematical understanding</li><li>• Art: finding out about notable artists from the Amazon and Mali, especially if they create art of landscapes</li><li>• Music: considering native musicians</li></ul>					
Prior Learning					
<ul style="list-style-type: none"><li>- In EYFS, children talk about what they can see using wide vocabulary. They know that there are different countries in the world and talk about the differences they have experienced and seen in photos. They draw information from a simple map and understand that some places area special to members of their community.</li></ul>					
By the end of this unit pupils will have the opportunity to:					
Year 1 - Locational Knowledge	<ul style="list-style-type: none"><li>- Know and locate some major cities, oceans and continents on a UK and world map</li><li>- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</li><li>- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.</li></ul>				
Year 1 - Place Knowledge	<ul style="list-style-type: none"><li>- Know and describe in some detail the local area and distant locations’ feature.</li><li>- Know and compare the local area to distant locations in a non-European country and compare human and physical geography.</li><li>- Know that people do jobs and that where they live (e.g. coastline) might affect this.</li></ul>				
Year 1 - Human and Physical Geography	<ul style="list-style-type: none"><li>- Know and describe which continents have significant hot or cold areas and relate these to the poles and equator.</li><li>- Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>- Know and use basic geographical vocabulary.</li></ul>				
Year 1 - Geographical skills and fieldwork	<ul style="list-style-type: none"><li>- Know how to use a world map, atlas or globe to recognise to name some continents and oceans.</li><li>- Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>- Know how to use a wall map or atlas to locate and identify countries taught in the unit.</li><li>- Know about the local area and can name and locate key landmarks.</li><li>- Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.</li><li>- Know how to devise a simple map with a key.</li></ul>				
Next Steps – Progression through the geography curriculum					
Geography Programme of Study	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"><li>- Know the purpose of an atlas</li><li>- Know, identify and name</li></ul>	<ul style="list-style-type: none"><li>- Know and indicate tropical, temperate and polar climate zones</li></ul>	<ul style="list-style-type: none"><li>- Know and locate some countries in Europe, North and South America</li></ul>	<ul style="list-style-type: none"><li>- Know physical and human characteristics and environmental</li></ul>	<ul style="list-style-type: none"><li>- Know and locate cities, countries and regions of South America</li></ul>

	<p>the relevant countries and oceans</p> <ul style="list-style-type: none"> <li>- know and locate world's highest mountain is called and where it is located.</li> <li>- Know and locate local coastal line</li> <li>- Know and locate a of the world's major rivers</li> <li>- know, name and locate an 'ancient' old-world wonder</li> <li>- know, name and can locate a 'modern' world wonders.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate poles, equator and lines of latitude and longitude</li> <li>- Know the position of the Prime/Greenwich Meridian on a map/globe</li> <li>- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>- Know the names of continents and oceans.</li> <li>- Know why the IDL is located in the Pacific Ocean.</li> <li>- Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.</li> <li>- Know and locate some coastal places on a map of the UK.</li> <li>- Know and can locate and name the main British seaside locations and know how they have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate some states in the North America</li> <li>- Know and locate the River Thames</li> <li>- Know and locate some of the world's major rivers</li> <li>- Know and describe river and mountain environment</li> <li>- Know and locate some of the world's main mountain ranges on a map</li> <li>- Identify river features on an OS map</li> <li>- Know and locate some well-known earthquakes and volcanoes</li> </ul>	<p>regions of Europe.</p> <ul style="list-style-type: none"> <li>- Know and locate several physical environments in the UK.</li> <li>- Know and can locate some key topographical features of the UK.</li> <li>- Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and describe key physical and human and environmental regions of South America</li> <li>- Know and name types of industry in the area and give reasons why it might change in the future</li> <li>- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>- Know and name local area and that they live in the UK</li> <li>- Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and indicate tropical, temperate and polar climate zones</li> <li>- Know the characteristics of these zones</li> <li>- Know that these climate patterns are different in different regions of the world.</li> <li>- Know and locate where the coldest places on Earth are in relation to the equator and Poles.</li> <li>- Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and</li> </ul>	<ul style="list-style-type: none"> <li>- Know and identify a range of North and South America settlement</li> <li>- Know the characteristics of the settlements</li> <li>- Know the differences and similarities between some regions in North and South America</li> <li>- Know how the human and physical characteristics are connections for one or two regions in North or South America</li> <li>- Know what and where Route 66 is and some of</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate UK's major urban and rural areas</li> <li>- Know and describe how a local region has changed and how it's different from another region in the UK</li> <li>- Know that human activity is influenced by climate and weather and can give examples.</li> <li>- Know and describe hazards from physical environments and their management, such as avalanches in mountain</li> </ul>	<ul style="list-style-type: none"> <li>- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</li> <li>- Know and illustrate how human activity is influenced by climate and weather.</li> <li>- Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</li> </ul>

		<ul style="list-style-type: none"> <li>- the North and South Poles. Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.</li> <li>- Know and can name some localities around the coast of the UK, and the activities that occur in them.</li> </ul>	<ul style="list-style-type: none"> <li>- the cities that pass through it</li> <li>- Know and describe the Pacific Ring of Fire</li> </ul>	regions.	
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</li> <li>- Know that weather can be different in different parts of the UK.</li> <li>- Know and give reasons why the UK has the weather it does (e.g. wind).</li> <li>- Know and use basic geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones</li> <li>- Know what the 'tropical desert climate' and 'tropical desert biome' are.</li> <li>- Know and describe how physical processes can cause hazards to people.</li> <li>- Know some advantages and disadvantages of living in hazard-prone areas</li> <li>- Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</li> <li>- Know describe the characteristics of (UK) settlements with different functions</li> <li>- know and can name and describe activities that families and others enjoy at the coast.</li> </ul>	<ul style="list-style-type: none"> <li>- Know significant physical features of rivers and talk about how they change</li> <li>- Know river and mountain environment in the UK</li> <li>- Know the water cycle in sequence</li> <li>- Know and give reasons why physical processes can cause hazards to people</li> <li>- Know and give reasons why people use and change rivers</li> <li>- Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes</li> <li>- Know some of the hazards for people who live in earthquake and volcanic zones</li> <li>- Know how some of these can be/have been overcome, and life made safer for people</li> </ul>	<ul style="list-style-type: none"> <li>- Know a range of key physical processes and the resulting landscape features.</li> <li>- Know how a mountain region was formed.</li> <li>- Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>- Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</li> <li>- Know the advantages and disadvantages of tourism in Europe (e.g. the Alps)</li> <li>- Know and describe how food production is influenced by climate.</li> <li>- Know that products we use are imported as well as locally produced.</li> <li>- Know where in the world several different fruits originate.</li> <li>- Know and name our energy sources and natural resources.</li> <li>- Know some ways in</li> </ul>	<ul style="list-style-type: none"> <li>- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</li> <li>- Know and describe what the climate of a region is like and how plants and animals are adapted to it</li> <li>- Know and compare the Amazon and Alpine regions, identifying similarities and differences.</li> <li>- Know why the Amazon is important.</li> <li>- Know key hum and physical features of Manaus.</li> <li>- Know and can explain some of the reasons why deforestation is occurring in the Amazon.</li> <li>- Know how the Amazon is being protected and can suggest what else might be done to protect it.</li> <li>- Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>- Know how to use digital</li> </ul>

				<p>which development can be sustainable.</p> <ul style="list-style-type: none"> <li>- Know that there are advantages and disadvantages to both imported and locally produced products.</li> <li>- Know that there are many routes that products can take before arriving in my home.</li> <li>- Know how regions in the UK (e.g. West Midlands) changed following the Second World War.</li> <li>- Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games.</li> </ul>	<p>maps to investigate and describe features of an area.</p> <ul style="list-style-type: none"> <li>- Know several threats to habitats.</li> <li>- Know ways to improve the health of our planet.</li> <li>- Know where minerals can be found around the world.</li> <li>- Know the advantages and disadvantages of MPAs.</li> <li>- Understand how and why</li> <li>- Know a range of housing available in the local area.</li> <li>- know what amenities and public services are available locally.</li> <li>- that community needs may change in future, and that this will affect local industry and employment opportunities.</li> <li>- know some activities or facilities that support the development of community spirit.</li> <li>- know how developments can be sustainable.</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>- Know directional language to describe a natural environment</li> <li>- Know and use basic weather symbols.</li> <li>- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use the zoom function of a digital map to locate places and gather information</li> <li>- Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</li> <li>- Know about the 'globe' and</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use give directional instructions up to eight compass points</li> <li>- Know how to make a map of a route with features in the correct order</li> <li>- Know appropriate techniques to carry out fieldwork in a local area</li> </ul>	<ul style="list-style-type: none"> <li>- Know, locate and describe several physical environments in the UK.</li> <li>- Know and locate the UK's major rural and urban areas.</li> <li>- Know how to use maps to locate the Alps and identify the physical features of the region.</li> <li>- Know how to use base maps to create their own</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate Brazil and the Amazon Basin and River and describe features studied.</li> <li>- Know and locate national and global environmental issues.</li> <li>- Know and recognise things that can be preserved in the local environment for the future.</li> </ul>

		<ul style="list-style-type: none"> <li>how they made it into a map</li> <li>Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>maps of the Alpine region.</li> <li>Know how to use maps to locate places and countries that locally available products come from.</li> </ul>	
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Unit Overview

In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for a focus on teaching about continents, and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. As a teacher, we must be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location? Balancing images and specific case study examples, even within a lesson, allows for challenges against stereotypes and misconceptions.

Map work

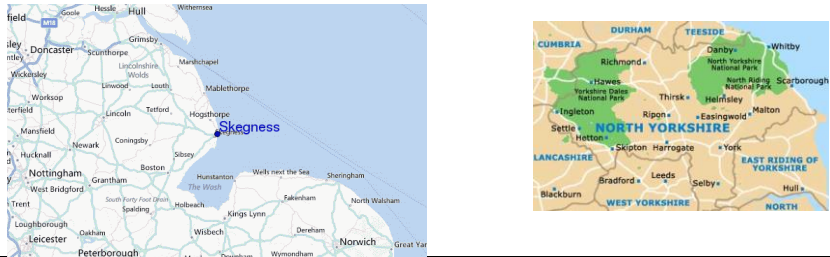
World wall maps (including blank ones for the Independent Learning Area) are essential. These should be a key reference point for the children, and whenever a new continent, country or city is mentioned, it can then be labelled. Use the maps available on the online resource bank.

Fieldwork

Depending on the location of your school, you might be able to link to a community which has settled there over time, to extend or adapt this unit. Historic examples might be immigration into cities and districts in East London, North Manchester, North Birmingham, East Glasgow, or many more small city, town or localised examples. This might lead to a fieldtrip to investigate these links, or you might like to invite a guest speaker to talk to your class. This will need to be done sensitively and in an inclusive and supportive manner, particularly with children of this age. Again the focus on breaking down barriers and misconceptions about the people, places and environments that are near them is important.

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>I know which country of the UK I live in.</li> <li>I know where my home area is.</li> <li>I know the main characteristics of the part of the UK I live in.</li> <li>I know what a beach is and I know where Skegness is on a map.</li> <li>I know the four countries in the UK.</li> <li>I know the names of the capitals in the UK.</li> <li>I know some human and physical features of Skegness.</li> <li>I know the seas surrounding the UK.</li> <li>I know what a rainforest is and can name a significant one in the world.</li> <li>I know what life might be like for people who live in a rainforest.</li> <li>I know how and why different buildings are built in different places.</li> <li>I know what a capital city is.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw and/or describe being by the seaside.</li> <li>I can describe an imaginary visit to a rainforest.</li> <li>I can describe the building materials and important buildings in Timbuktu/Mali.</li> <li>I can compare it with how my school was built.</li> <li>I can explain where in the world these cities are.</li> <li>I can explain the reasons for going on a journey to one of the four countries and continents in this unit.</li> <li>I can describe the landscape and people in this place.</li> <li>I can be part of a role play in imagining what a journey would be like.</li> <li>I can read images, maps, atlases and globes.</li> <li>I can ask and answer questions</li> </ul>

Subject knowledge and teaching guidance

<ul style="list-style-type: none"> <li>Locate Skegness on a map of the United Kingdom.</li> <li>Compare the human and physical features of Skegness.</li> </ul>		
Human Features	Physical Features	
<ul style="list-style-type: none"> <li>Pier</li> <li>Caravan Parks</li> <li>Fun Fair</li> <li>McDonalds</li> <li>Clock Tower</li> <li>Golf Course</li> </ul>	<ul style="list-style-type: none"> <li>Beach</li> <li>Sea</li> <li>Sand dunes</li> <li>Salt Marshes</li> </ul>	

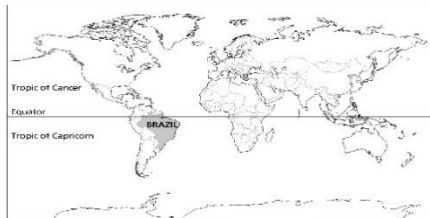


- Natureland
- Sea defences - concrete

- Locate North Yorkshire and Scarborough on a map of the United Kingdom
- Compare the human and physical feature of Skegness and Scarborough



- Brazil is a country in the continent South America. To the west of the Brazil is the Pacific Ocean, and to the north and east is the Atlantic Ocean.
- Equator is the imaginary line that goes around the world.
- South America has a very large rainforest, called the Amazon rainforest, and that a very long river flows through this rainforest, called the Amazon River. We have some long rivers but no rainforest in Europe. The river and rainforest together is called the Amazon Basin. The whole basin is bigger than the UK, and spreads across nine countries in South America all together! People live in the Amazon basin in towns and villages, as well as in busy cities. A small number of people live very separate lives in remote places of the rainforest – people like the Awá.
- Rainforest is different to forest in the UK because Trees do not lose their leaves in the Amazon rainforest. The trees are really tall, and lots of exotic animals live in them. The weather can be hot and sometimes wet all year round in the Amazon.



The United Kingdom is closer to the North Pole than the South Pole.

- There are four countries that make up the United Kingdom – England, Scotland, Wales and Northern Ireland.
- Each of the countries has a capital city:
  - Edinburgh – Edinburgh Castle, Holyrood Palace (Devolved Government meets here)
  - London – Big Ben, Houses of Parliament (Government meets here), Buckingham Palace, 10 Downing Street
  - Belfast – Stormont Parliament Buildings (Devolved Government meets here), Shipyards (where Titanic was built)
  - Cardiff - Cardiff Castle, Millennium Stadium, Welsh Assembly Building (Devolved Government meets here).



## Key Assessments

### All children can:

- know and understand their locality, and a series of locations and places outside of Europe
- describe the physical and human geography of a distant place
- use geographical vocabulary, e.g. near, far, long way away
- be supported in a role play that summarises this understanding.

### Most children can:

- understand that within a location/country, there are different ways of living
- describe the physical and human geography of several different places
- use geographical vocabulary, e.g. near, far, long way away (distant), North, South, East and West
- complete a travel document and work with a peer in a role play that summarises this understanding.

**Some children can:**

- know, describe and understand their locality, and a series of locations and places outside Europe
- understand that within a location/country, there will be differences in how people live
- describe in detail the physical and human geography of a distant place using geographical vocabulary
- understand, explain and describe aerial photographs and video material of different places

### Key vocabulary and definitions

United Kingdom	Made up of England, Scotland, Wales, and Northern Ireland, is an island nation in northwestern Europe.
Capital city	A city from where Governments run a country.
Coast	The part of land near the sea.
Sea	The expanse of salt water that covers most of the earth's surface and surrounds its land.
Rainforest	A dense forest found in tropical areas.
Government	A group of people with the authority to govern a country.
Parliament	The Queen, The House of Commons and the House of Lords.
Equator	The imaginary line that goes around the world.
Country	A nation with its own government, occupying a particular territory.
Continent	A large mass of land made of many countries.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To name and locate the four countries and capital cities of the UK and its surrounding seas.		To understand what the coast is like, and to see it through the eyes of someone who lives there.	To understand what living in a rainforest is like, and to compare it with our own lives.	To understand geographical similarities and differences between Gainsborough and the Amazon Rainforest.

Year 1 – Summer 1		Unit 3 – Animals and their habitat location			
National Curriculum Objectives Covered					
<ul style="list-style-type: none"><li>Name and locate the world’s seven continents and five oceans.</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li><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><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></ul>					
Cross Curricular links					
<ul style="list-style-type: none"><li>Maths: gain a sense of scale and distance</li><li>Science: world habitats and ecosystems</li><li>Art &amp; Design: the mountain, forest, jungle or polar landscapes could lead on to looking at artists who have depicted these landscapes</li><li>Music, Dance and Drama: works of art could lead on to further work related to music, drama and dance. There are many sources online of sound recordings of animals that could stimulate animal-inspired actions or dances</li><li>PSCHE/Citizenship: the children could discuss the following issues: What does endangered mean? How can we care for the world and the environment?</li></ul>					
Prior Learning					
<ul style="list-style-type: none"><li>In EYFS, children talk about what they can see using wide vocabulary. They know that there are different countries in the world and talk about the differences they have experienced and seen in photos. They draw information from a simple map and understand that some places area special to members of their community.</li></ul>					
By the end of this unit pupils will have the opportunity to:					
Year 1 - Locational Knowledge	<ul style="list-style-type: none"><li>Know and locate some major cities, oceans and continents on a UK and world map</li><li>Know and use a world map atlas or globe to name and locate the seven continents and five oceans.</li></ul>				
Year 1 - Place Knowledge	<ul style="list-style-type: none"><li>Know and describe in some detail the local area and distant locations’ feature.</li></ul>				
Year 1 - Human and Physical Geography	<ul style="list-style-type: none"><li>Know and describe which continents have significant hot or cold areas and relate these to the poles and equator.</li><li>Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>Know and use basic geographical vocabulary.</li></ul>				
Year 1 - Geographical skills and fieldwork	<ul style="list-style-type: none"><li>Know how to use a world map, atlas or globe to recognise to name some continents and oceans.</li><li>Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>Know how to use a wall map or atlas to locate and identify countries taught in the unit.</li><li>Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.</li></ul>				
Next Steps – Progression through the geography curriculum					
Geography Programme of Study	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"><li>Know the purpose of an atlas</li><li>Know, identify and name the relevant countries and oceans</li></ul>	<ul style="list-style-type: none"><li>Know and indicate tropical, temperate and polar climate zones</li><li>Know and locate poles, equator and lines of latitude and longitude</li><li>Know the position of the</li></ul>	<ul style="list-style-type: none"><li>Know and locate some countries in Europe, North and South America</li><li>Know and locate some states in the North America</li><li>Know and locate the</li></ul>	<ul style="list-style-type: none"><li>Know physical and human characteristics and environmental regions of Europe.</li><li>Know and locate several physical environments in the UK.</li></ul>	<ul style="list-style-type: none"><li>Know and locate cities, countries and regions of South America</li><li>Know and describe key physical and human and environmental regions of South America</li></ul>

	<ul style="list-style-type: none"> <li>- know and locate world's highest mountain is called and where it is located.</li> <li>- Know and locate local coastal line</li> <li>- Know and locate a world's major rivers</li> <li>- know, name and locate an 'ancient' old-world wonder</li> <li>- Know, name and can locate a 'modern' world wonders.</li> </ul>	<ul style="list-style-type: none"> <li>- Prime/Greenwich Meridian on a map/globe</li> <li>- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>- Know the names of continents and oceans.</li> <li>- Know why the IDL is located in the Pacific Ocean.</li> <li>- Know why the IDL zigzags and does not exactly follow the 180° E-W line of longitude.</li> <li>- Know and locate some coastal places on a map of the UK.</li> <li>- Know and can locate and name the main British seaside locations and know how they have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>- River Thames</li> <li>- Know and locate some of the world's major rivers</li> <li>- Know and describe river and mountain environment</li> <li>- Know and locate some of the world's main mountain ranges on a map</li> <li>- Identify river features on an OS map</li> <li>- Know and locate some well-known earthquakes and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>- Know and can locate some key topographical features of the UK.</li> <li>- Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and name types of industry in the area and give reasons why it might change in the future</li> <li>- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>- Know and name local area and that they live in the UK</li> <li>- Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and indicate tropical, temperate and polar climate zones</li> <li>- Know the characteristics of these zones</li> <li>- Know that these climate patterns are different in different regions of the world.</li> <li>- Know and locate where the coldest places on Earth are in relation to the equator and Poles.</li> <li>- Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles.</li> <li>- Know and locate (some of) the hottest, wettest places on Earth are, in relation to</li> </ul>	<ul style="list-style-type: none"> <li>- Know and identify a range of North and South America settlement</li> <li>- Know the characteristics of the settlements</li> <li>- Know the differences and similarities between some regions in North and South America</li> <li>- Know how the human and physical characteristics are connections for one or two regions in North or South America</li> <li>- Know what and where Route 66 is and some of the cities that pass through it</li> <li>- Know and describe the</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate UK's major urban and rural areas</li> <li>- Know and describe how a local region has changed and how it's different from another region in the UK</li> <li>- Know that human activity is influenced by climate and weather and can give examples.</li> <li>- Know and describe hazards from physical environments and their management, such as avalanches in mountain regions.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</li> <li>- Know and illustrate how human activity is influenced by climate and weather.</li> <li>- Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</li> </ul>

		<p>the equator, and North and South Poles.</p> <ul style="list-style-type: none"> <li>- Know and can name some localities around the coast of the UK, and the activities that occur in them.</li> <li>-</li> </ul>	Pacific Ring of Fire		
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</li> <li>- Know that weather can be different in different parts of the UK.</li> <li>- Know and give reasons why the UK has the weather it does (e.g. wind).</li> <li>- Know and use basic geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones</li> <li>- Know what the 'tropical desert climate' and 'tropical desert biome' are.</li> <li>- Know and describe how physical processes can cause hazards to people.</li> <li>- Know some advantages and disadvantages of living in hazard-prone areas</li> <li>- Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</li> <li>- Know describe the characteristics of (UK) settlements with different functions</li> <li>- know and can name and describe activities that families and others enjoy at the coast.</li> </ul>	<ul style="list-style-type: none"> <li>- Know significant physical features of rivers and talk about how they change</li> <li>- Know river and mountain environment in the UK</li> <li>- Know the water cycle in sequence</li> <li>- Know and give reasons why physical processes can cause hazards to people</li> <li>- Know and give reasons why people use and change rivers</li> <li>- Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes</li> <li>- Know some of the hazards for people who live in earthquake and volcanic zones</li> <li>- Know how some of these can be/have been overcome, and life made safer for people</li> </ul>	<ul style="list-style-type: none"> <li>- Know a range of key physical processes and the resulting landscape features.</li> <li>- Know how a mountain region was formed.</li> <li>- Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>- Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</li> <li>- Know the advantages and disadvantages of tourism in Europe (e.g. the Alps)</li> <li>- Know and describe how food production is influenced by climate.</li> <li>- Know that products we use are imported as well as locally produced.</li> <li>- Know where in the world several different fruits originate.</li> <li>- Know and name our energy sources and natural resources.</li> <li>- Know some ways in which development can be sustainable.</li> <li>- Know that there are advantage and</li> </ul>	<ul style="list-style-type: none"> <li>- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</li> <li>- Know and describe what the climate of a region is like and how plants and animals are adapted to it</li> <li>- Know and compare the Amazon and Alpine regions, identifying similarities and differences.</li> <li>- Know why the Amazon is important.</li> <li>- Know key hum and physical features of Manaus.</li> <li>- Know and can explain some of the reasons why deforestation is occurring in the Amazon.</li> <li>- Know how the Amazon is being protected and can suggest what else might be done to protect it.</li> <li>- Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>- Know how to use digital maps to investigate and describe features of an area.</li> <li>- Know several threats to habitats.</li> </ul>



				<p>disadvantages to both imported and locally produced products.</p> <ul style="list-style-type: none"> <li>- Know that there are many routes that products can take before arriving in my home.</li> <li>- Know how regions in the UK (e.g. West Midlands) changed following the Second World War.</li> <li>- Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games.</li> </ul>	<ul style="list-style-type: none"> <li>- Know ways to improve the health of our planet.</li> <li>- Know where minerals can be found around the world.</li> <li>- Know the advantages and disadvantages of MPAs.</li> <li>- Understand how and why</li> <li>- Know a range of housing available in the local area.</li> <li>- know what amenities and public services are available locally.</li> <li>- that community needs may change in future, and that this will affect local industry and employment opportunities.</li> <li>- know some activities or facilities that support the development of community spirit.</li> <li>- know how developments can be sustainable.</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>- Know directional language to describe a natural environment</li> <li>- Know and use basic weather symbols.</li> <li>- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use the zoom function of a digital map to locate places and gather information</li> <li>- Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</li> <li>- Know about the 'globe' and how they made it into a map</li> <li>- Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use give directional instructions up to eight compass points</li> <li>- Know how to make a map of a route with features in the correct order</li> <li>- Know appropriate techniques to carry out fieldwork in a local area</li> </ul>	<ul style="list-style-type: none"> <li>- Know, locate and describe several physical environments in the UK.</li> <li>- Know and locate the UK's major rural and urban areas.</li> <li>- Know how to use maps to locate the Alps and identify the physical features of the region.</li> <li>- Know how to use base maps to create their own maps of the Alpine region.</li> <li>- Know how to use maps to locate places and countries that locally available products come from.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and locate Brazil and the Amazon Basin and River and describe features studied.</li> <li>- Know and locate national and global environmental issues.</li> <li>- Know and recognise things that can be preserved in the local environment for the future.</li> <li>-</li> </ul>
<b>Unit Overview</b>					

This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.

## Map work

The Rising Stars Geography world map or the Barnaby Bear World map published by the Geographical Association is extremely useful here. Each lesson has a map which shows the sort of environment that the animal might live in; this will allow you to reinforce locational knowledge on a regular basis. It would also be good to have on the wall, or in the Independent Learning Area, the simplified world map split into the continents, on which you could add the key vocabulary as you go along.

## Fieldwork

Children might be aware of distant places where the featured creatures live. However, this does not often lead to significant locational knowledge. So this will need to be explicitly taught. A local zoo or local museum may give the children a sense of these distant places and the landscapes the creatures live in. It is also good to give a sense of the vast scale and distance that many of these animals travel in, and that they don't have a home in the sense of one fixed place.

### Key knowledge acquired throughout this unit

- I know what a continent is.
- I know and can locate all seven continents.
- I know the names of the Oceans and locate them.
- I know what is under the sea.
- I know and describe a emperor penguins, African elephants and whale shark habitat.
- I know what a swallow is and understand animal migration.
- I know the continents and landscapes that a swallow and martins passes over in its yearly migration.

### Key skills acquired throughout this unit

- I can imagine life as a penguin in Antarctica.
- I can describe the specific landscape of the Antarctic penguin.
- I can describe the specific landscape of the Asian panda.
- I can describe an African rural landscape.
- I can describe a day-in-the-life of an elephant in Namibia.
- I can give reasons why animals travel huge distances.
- I can use world maps, atlases and globes to identify countries, continents and oceans.

## Subject knowledge and teaching guidance

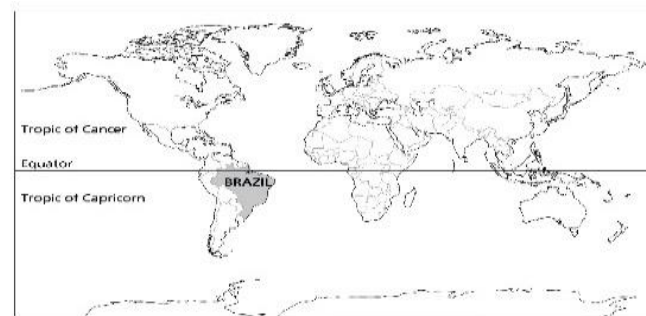
- The equator goes around the centre of the Earth. The North and South Poles are at the end of the axis around which the Earth spins. The Equator is an imaginary line half way between these two Poles. The Earth has no right or wrong way up.



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- The McMurdo area is home to the Weddell seal. The Weddell seal is a pinniped, which is a marine animal that lives mostly in the water but spends some time on land or ice. The Weddell seal is related to the walrus and sea lion. It can dive underwater for more than an hour, and has been seen at depths of 2,300 feet. Adelie penguins live in groups called colonies on the islands and beaches along the Antarctic coast. Colonies can be made up of as few as 100 or as many as 250,000 pairs of birds.
- During summer, Antarctica is on the side of Earth tilted toward the sun, and the weather is always sunny. This photo is of the sun at midnight on a January day in Antarctica. Antarctica is primarily a destination for science research, but it is also of interest to artists. The National Science Foundation funds the Antarctic Artists and Writers Program, which provides opportunities for professional artists and writers to travel to Antarctica to make the observations necessary to complete their proposed projects. Some of these artists, as well as others in Antarctica, create snow and ice sculptures in their free time. In this photo, Tia Ferguson and her fellow travellers are sitting on an ice sculpture of a couch in front of an ice-fire.

- The whale sharks are harmless, and are filter feeders – to eat, they suck in water and then filter out the plankton and small fish in this water. They are not known to eat humans! They prefer deep, warm water, and can be found in all tropical seas in the ocean waters surrounding the equator – water here is much warmer than that further north and south. Given their size, they are not found anywhere near the coast where they would be swimming.
- Oceania is a great place to spot whale sharks, especially in a place called the Ningaloo Reef, which is off the central west coast of Australia. Whale sharks travel there every March and April, and stay until June to have their young. Show this on a map.



Africa is a huge continent and it contains many countries.

African elephants are found in more than half of the African countries.

African elephants are the largest living land animals.

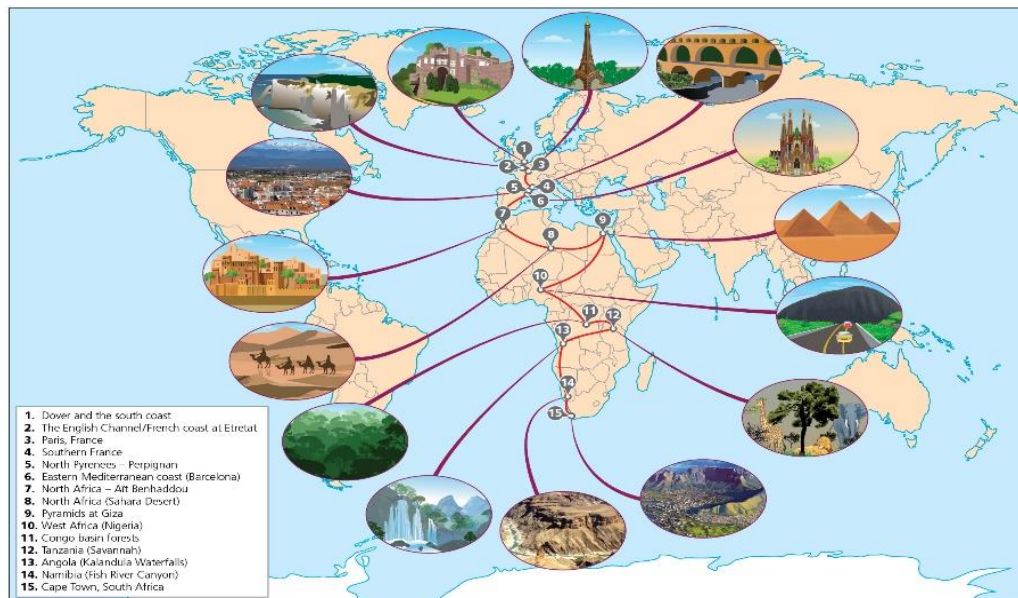
African Bush elephants are more widespread than African Forest elephants. Bush elephants are mainly found south of the Sahara Desert, and in a range of different habitats.

Elephants eat plants, leaves and branches of bushes and trees, as well as grass, fruit and bark.

An elephant uses its trunk to pick up food, and to touch and explore the world around them. It acts as a fifth limb.

Their tusks are used to fight, feed and dig. The tusks grow just like our teeth. Their ears are very large and allow them to keep cool.

An elephant's family can usually have up to ten elephants in it, but there might be 70 in a clan. The boss will be a female elephant. Elephants can be as old as your grandparents!



#### In the summer ...

We see birds that come from the south for juicy insects. They return south in the autumn.

Which birds? Swallows and martins, cuckoos, swifts, ospreys and terns. Seabirds also arrive in spring after spending the winter at sea.

#### In the winter ...

We see birds from countries to the North and East of the UK coming to spend winter here. Why? Because it is less cold and food is easier to find.

Which birds? Redwings, Bewick's swans, whooper swans, and many kinds of ducks, geese and wading birds. Water birds often spend winter on the sea around the UK coast.

#### Some stop off ...

during journeys north or south. They refuel and rest before moving on.

Can you find out more by exploring the RSPB's website?

Key Assessments				
<p><b>All children can:</b></p> <ul style="list-style-type: none"><li>• recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America</li><li>• understand that some of these continents have significant hot and/or cold areas</li><li>• describe specific human and physical features in these landscapes • use specific place knowledge to describe the habitat of a significant animal.</li></ul> <p><b>Most children can:</b></p> <ul style="list-style-type: none"><li>• name and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America</li><li>• describe which of these continents have significant hot and/or cold areas</li><li>• describe specific human and physical landmarks of some of these continents</li><li>• use specific place knowledge to describe and explain the habitat of a significant animal.</li></ul> <p><b>Some children can:</b></p> <ul style="list-style-type: none"><li>• describe and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America</li><li>• describe which of these continents have significant hot and/or cold areas</li><li>• describe specific human and physical landscapes for these continents</li><li>• use specific place knowledge to understand the threats facing the habitats of a significant animal</li></ul>				
Key vocabulary and definitions				
Continent	A large mass of land made of many countries.			
Ocean	A very large expanse of sea			
Carnival	An annual festival.			
Dry	Free from moisture or liquid.			
Wet	Covered with water or another liquid.			
Windy	Being exposed to strong winds.			
Dark	Little or no light.			
Bright	Giving out or reflecting a lot of light.			
Busy	A lot of people in one place.			
Empty	A place containing nothing or very little.			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To name the seven continents and five oceans.	To locate and describe the home of emperor penguins.	To locate and describe the home of the whale shark.	To locate and describe the home of the African elephant.	To understand swallows and martins yearly movements.