CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Geography

‘Ready for the Future’

2022-2024

Intent

The intention of the Geography Curriculum at Criggglestone St James Primary Academy CofE School is to inspire our children's curiosity and interest to explore the world in which we live in. We intend to equip our children with geographical skills needed to develop their knowledge and understanding of the earth's features both in human and physical forms. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it. The Geography Curriculum at Crigglestone St James Academy CofE is designed to enable children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. As our children progress through the school, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

*"**An understanding of the natural world and what's in it is a source of not only a great curiosity but great fulfilment**." David Attenborough*

Implementation

The Geography curriculum at Criggglestone St James Academy CofE School is taught in blocks, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked unit and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Our children will have sound, previous knowledge from the keystage before which will be built up in order to make connections to future learning. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.

Impact

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We want the children to thoroughly enjoy learning about Geography as they progress through school. Our children will make good or better progress in geography from their starting points. Our curriculum will inspire our children to respect and appreciate the diversity and interconnectivity of our world and its citizens in order to be ready for the future.

CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Geography Progression Grid

(Progression of skills, knowledge and vocabulary)

‘Ready for the Future’

2022- 2024

EYFS Overview Year A & B						
	Autumn One 2022	Autumn Two 2022	Spring One 2023	Spring Two 2023	Summer One 2023	Summer Two 2023
Area/Topic:	Marvellous Me 	Superheroes (linked to 'Superworm' T4W) 	Weather- Come Outside (linked to 'Bear Hunt' T4W) 	Once Upon a Time (linked to 'TLRH' T4W) 	Wonderful Minibeasts (linked to 'TVHC' T4W) 	Only One Earth (linked to 'The Life of a Little Plastic Bottle' T4W) 
Big question	What makes you unique? (PSED Driver)	Are superheroes real? (PSED Driver)	Can we go out in any weather? (UW Driver)	Should we forgive people for making bad choices? (PSED and UW Driver)	What is a lifecycle? (UW Driver)	What can we do to look after our environment? (UW Driver)
Provocative Statement	To be special you have to be good at something.	All superheroes wear a cape.	People are happier when its warm.	Traditional tales are just silly stories.	Some animals are more important than others.	Our environment can look after itself.
Subject content from EY Framework 2021 (Not Linked to NC)	Understanding the World **ELG- People, Cultures and Communities** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understanding the World **ELG- The Natural World** - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. **ELG- People, Cultures and Communities** -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Diwali link to India)	Understanding the World **ELG- The Natural World** - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **ELG- People, Cultures and Communities** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understanding the World **ELG- The Natural World** -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **ELG- People, Cultures and Communities** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understanding the World **ELG- The Natural World** -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **ELG- People, Cultures and Communities** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understanding the World **ELG- The Natural World** - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **ELG- People, Cultures and Communities** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Knowledge taught	Immediate Environment- This is	N/A	What is a forest/river/cave?	N/A	Where can we find some mini-beasts we know?	What do we mean by 'Local Environment'? (Our

	our new school. How is different to our Nursery? (Comparing the two familiar places.)		Compare forests-parks, rivers-seaside-lakes/ponds etc.		Why do they live there? Compare habitats.	Local Area- Crigglestone- home to school.) What landmarks are special to us? (Local Church, School, Supermarket, Park etc.) How is our local environment different to another place in the UK?
Vocabulary	Environment, Present, Names of settings, Busy, Noisy, Calm/Calmer	N/A	Seasons/Seasonal, Types of Weather- Stormy, Snowstorm, Rainy, Blustery, Sunny, Cloudy, Dismal, Miserable	N/A	Habitat, Contrast/Contrasting, Name of Habitats- ponds, gardens, homes, under rocks,	Environment, Similar/Different, Similarities/Differences, Crigglestone/Wakefield
Link texts	-Silly Billy	-Diwali and Christmas Stories (RE links)	-Rain Before Rainbows -Little Polar Bear	-Jack and The Beanstalk -Jaspers Beanstalk -Little Red Reading Hood Other Traditional Tales	-What the Ladybird Heard -Aaaarrgghh Spider! -The Teeny Weeny Tadpole	-Last Tree in the City -What a Waste -Michel Recycle

KS1 Overview YEAR A			
	Autumn 2022	Spring 2023	Summer 2023
Area:	Our School Autumn Two	Our Local Area Spring One	Our Country Summer One
Big question	Where is our school?	What does our local area have to offer us?	What does the UK have to offer?
Provocative Statement	Our school is near a beach	The local area has no job prospects for me when I get older.	Holidays are boring in the UK
Knowledge	• Where do we live? Our town is Wakefield and our area is called Crigglestone. Our school is in our local area. (Fieldwork around our school.) • To know simple map symbols on simple area maps. • To be able to identify our school on a simple map. • Our school is an important part of the community. • Our classroom is in Crigglestone St James Academy. This is where we come to learn. • There are other classrooms in our school. There are other rooms too that are not classrooms. These rooms all have a purpose in our school. • We don't all walk to school. We travel to school in different ways- car, taxi, bus, walk etc	• What is our local area like? It has houses, parks, shops, leisure facilities, churches-other places of worship and places to shop and eat. • Out and about fieldwork and fieldwork follow up. • To know our local area has different kinds of house and homes. • Houses are human features and so are other buildings because they are man-made. • There are different kinds of people and they have different jobs in our local area. • Not all the people in our local area are the same. They belong to different communities -faiths and religions. • We can always make changes and improve where we live. We can all do our bit to help in the community.	• There are four countries which make up the United Kingdom. • London is the capital city of England – our country, Edinburgh is the capital city of Scotland, Cardiff is the capital city of Wales and Belfast is the capital city of Northern Ireland. • A city is a large urban area with a greater geographical area, higher population, and population density, and is more developed than a town. • Area and population vary between countries of the UK. • UK lies between the North Atlantic Ocean and the North Sea. • Human features are things that are built and made by humans and physical features are anything that is on earth naturally. • Some UK human features are famous landmarks.
Skills	• To think of a few relevant questions to ask about locality and observe what is around them. • To say what they like about their locality. • Can they can tell someone their school address? • To name the four points of a compass. • To begin to recognise map symbols.	• To be able to describe their locality using words and pictures. • To be able to describe another locality using words and pictures. • To compare localities. • To be able to tell someone else their address. • To answer some questions using different resources, such as books, the internet and atlases. • To be able to name key features associated with a town or village,	• To be able to accurately label the countries of the UK on a map. • To recognise the shapes of the countries of the UK in order to know their names. • To be able to locate capital cities them on a map • To be able to identify examples of similarities and differences between capital cities. • To recognise similarities and differences between a capital city and the place where they live.

	• To draw a simple map to show their school and surrounding landmarks. • To name and describe some places which are not near the school. • To be able to discuss the different areas/rooms in our school and what are they used for. • To be able to talk about how they travel to school and how others in their class travel to school.	e.g. 'church', 'farm', 'shop', 'house'. • To be able to describe some human features of their own locality. • To be able to draw a simple map of their local area. Labelling some landmarks and buildings. • To be able to list the jobs people do we know do in the community. How do they benefit our local area? • To be able to explain what facilities a town or village may need. • To find out about their locality by asking some relevant questions to someone else. • To be able to discuss how be can make 'better' changes to our local area that will improve where we live and how we live.	• To understand that capital cities share similar characteristics and describe how these are similar or different to the place where they live. • To be able to order settlements (village, town, city) based on size. • Be able to describe the characteristics of small and large settlements. • To be able to use the shape of the UK coastline to locate places. • To be able to explain what physical and human features are and use them to describe what a village, town or city is like. • To able to identify a range of physical and human features from aerial photographs. • Locate UK bodies of water using an atlas. • To be able to use evidence to answer a geographical enquiry question. • To be able simple directional language more fluently and have an emerging knowledge of distance, e.g. nearest, furthest, etc. • To be able to communicate knowledge of the landmarks and characteristics (both positive and negative) of the UK's capital cities.
Vocabulary	Address, Photograph, Local area Observe, Near/far, Passport, Distance Key, Title, Compass- North, East, South, West, Plan, Aerial view, Label, Fieldwork Direction, Frequency table, Past, Present, Position, Map symbols	Local area, School, Home, Address, Directions, Position, Locate, Street, River,, Forest, Stream, Houses – Detached/Semi-detached/Terraced/Cottage/Bungalow/Flats, Caravan, Job, Work, prospects, improvement,	border, city, town, village, population, capital, human features, physical features, coastline, landmarks, characteristics, nearest, furthest
Link texts	New Adventures- My New School Once Upon a Normal School Day	Our Local Area (Ways into Geography) In every House in Every Street	Here we are A walk in London

KS1 Overview YEAR B			
	Autumn 2023	Spring 2024	Summer 2024
Area:	Magical Mapping Autumn Two	Beside the Seaside Spring Two	Wonderful Safari (Tanzania) Summer Two Geographical similarities and differences
Big question	Is the UK an island?	Does every seaside have a sandy beach?	Where would you like to live?
Provocative Statement	Most continents are landlocked.	There are no seaside towns in the UK.	Children are happier in Tanzania
Knowledge taught	• We live in the United Kingdom. It is called UK for short. • It is made up of mainland Great Britain (England, Wales and Scotland) and the northern part of the island of Ireland (Northern Ireland). It has numerous smaller islands. • We live in England. Our capital city is London • London has may landmarks some of which; London eye, Buckingham Castle, Tower Bridge, Houses of Parliament etc • The UK has only one land border, and that is on the island of Ireland. • UK is surrounded by the Atlantic Ocean, the North Sea, the English Channel and the Irish Sea. • The UK is part the continent Europe. • We can identify the UK from aerial photographs by the shape of the island.	• In England/UK we have lots of seaside places. Some are more well know than others. • Some of the well know seaside places are Bridlington, Filey, Scarborough, Southport, St Ives, Whitby, Blackpool, Brighton, Margate etc. • Main features of the seaside are; coastline, sea, waves, beach (not always sandy), cliffs (not always). • Seaside places have changed over the years. Visits and holidays have changed over the years. This has had an impact on human features and seaside towns. • Exploring a seaside town- 'Bridlington'. Bridlington has a harbour. It is fishing-port. • Not everyone can see the sea from where they live.	• Africa is the world's second largest continent with over 50 countries. • Tanzania is country is East Africa. • The national language is Swahili and largest religion is Christianity. • Tanzania is just under the equator so it is considered as a hot country all year round. • Places close to the equator are hotter places than countries further away from the equator. (They are, and hotter the closer they are to the equator). • Tanzania is one of the world's poorest economies. The economy is primarily fuelled by agriculture. • Basic education is (currently) free but in many areas- poor compared to the UK. • Some places in Tanzania lack access to an improved source of safe water resulting in people (especially women and girls travelling long distances to collect clean water). • Tanzania has many national parks. Animals such as giraffes, elephants, lions, wildebeest, zebras, hippos and gazelles are found there. • Mount Kilimanjaro is found is Tanzania. It is Africa's highest mountain- dormant volcano.
Skills	• To draw a simple sketch map.	• To be able to name and identify some well know seaside places in	• To be able to accurately find and label Africa and then Tanzania on a world map.

	• To devise simple maps and use construct basic symbols in a key. • To use atlases to identify UK and its countries. • To be able to name some or all the waters which surround the UK. • To use aerial photographs and plan perspectives to recognise landmarks. • To be able to name some places in the UK they have visited and try to locate them on the map. • To use basic geographical vocabulary to refer to key human and physical features. • To find where they live on a map of the UK.	England/UK on a UK map (using atlases and aerial images). • To be able to talk about the main features of a seaside using the key vocabulary. • To be able to talk about how some seaside places and their features have changed and why? • To be able to find Bridlington on a UK map using atlases and other sources. • To be able to describe human features of Bridlington using photographs and videos. • To talk about the importance of having a lighthouse in Bridlington. • To be able to talk about why not everyone can see the sea. • To be able to discuss differences and similarities between Bridlington and their own local area.	• To be able to locate the equator on a world map/globe. • To be able to talk about knowledge they have learnt about Tanzania. • To be able to identify examples of similarities and differences between Tanzania and England/where we live. • To be able to recall facts and knowledge about Mount Kilimanjaro. • To be able to name animals found in Tanzania and talk about the differences between wild animals and pets. Discuss habitats .
Vocabulary	Sketch, map Key, Title, Compass, Map symbols, Route, Time, Index Page, numbers, Contents, Human/Physical features, Cartographer, Ground level view, Perspective, Satellite, Colour code Man-made, Natural, Sea/ocean, country, landmarks	Seaside, Beach, Harbour, Lighthouse, Coastline, Seafront, Sandy/Pebbled/Shingled, Promenade, Pier, Tourists, Headland, Mainland, Rural, Urban	Continent, country, Africa/Tanzinia, equator, climate, mountain, improved-developing, poor-poorest-poverty, agriculture, farming, habitat
Link texts	Tower Bridge Cat Goodnight England The Big Book of The UK	The Lighthouse Keeper's Lunch What The Ladybird Heard at The Seaside	Neema Wants to Learn Handa's Surprise The Tortoise Dream

LKS2 Overview YEAR A			
	Autumn 2022	Spring 2023	Summer 2023
Area:	Villages, Towns and Cities Autumn Two	Mountains, Volcanos and Earthquakes Spring Two	Water, Weather and Climate Summer Two
Big question	What are the differences between villages and cities?	What are the physical features of the earth?	Does the climate control the weather?
Provocative Statement	It's better to settle in a city than a village.	Mountain and volcanos cause earthquakes.	The water in our taps has been used before.
Knowledge	• Where are the world's people? There are different people who belong to different communities around the world. All are different and all are unique. • A settlement is a place where people have established a community to live within. • Lots of factors determine the reason a settlement has been established. • What affects where people live? What a place has to offer can determine where people choose to settle. • How are settlements shaped? Many settlements developed long ago. They were developed close to where natural resources could be found. (Natural resources such as rivers, food sources, soil quality, the climate of the region etc.) • What makes up a city? A city is an inhabited place of greater size, population, or importance than a town or village. City status in the UK can be associated with having a cathedral or a university, a particular form of local government, or having a large population. • How are cities and villages different places to live? A village	• What is the earth made of? The earth is made up of three different layers: the crust, the mantle and the core. This is the outside layer of the earth and is made of solid rock, mostly basalt and granite. • What are fold mountains? Fold mountains are created where two or more of Earth's tectonic plates are pushed together. At these colliding, compressing boundaries, rocks and debris are warped and folded into rocky outcrops, hills, mountains, and entire mountain ranges. • How are volcanoes formed? A volcano is formed when hot molten rock, ash and gases escape from an opening in the Earth's surface. The molten rock and ash solidify as they cool, forming distinctive volcanos. • What happens when a volcano erupts. When volcanoes erupt they can spew hot, dangerous gases, ash, lava and rock that can cause disastrous loss of life and property, especially in heavily populated areas. • Not all volcanos erupt. Dormant volcanoes are volcanoes that have not erupted in a long time but are expected to erupt again in the future. • How does an earthquake occur? Earthquakes happen when two large pieces of the Earth's crust suddenly slip. This causes shock waves to	• 97% of the water on Earth is salt water and only 3% is freshwater. Water is the only common substance that is naturally found as the three states of matter: a solid (ice), a liquid (water) and a gas (water vapour). • The water cycle describes how water evaporates from the surface of the Earth into the atmosphere, then condenses into rain or snow in clouds as it cools, and falls to the surface as precipitation, to flow back to the oceans via rivers or as groundwater. • Water is always moving and is used again and again (the water cycle). Water can be in the atmosphere, on land, in the ocean and even underground. In the water cycle, water changes between liquid, solid (snow or ice) and gas (water vapour). • Water vapour enters the atmosphere through evaporation; most of it from the surface of oceans (when liquid water turns into water vapour gas). • Warm air rises. It cools down as it does so, condensing the water vapour within it back into droplets of liquid water. As these water droplets grow in size, clouds form and rain falls once the droplets are too heavy to stay suspended in the clouds. • Air can be forced up as winds blow over mountain slopes. Air cools as it rises, and rain falls on that side of the mountain. A rain shadow can form on

	is a small group of settlements while a city is a large group of settlements. Although some might also be found in urban areas, villages are usually located in rural areas while cities are urban centres. • Nomadic people are communities who move from one place to another, rather than settling permanently in one location. Many cultures have traditionally been nomadic, but nomadic behaviour is increasingly rare in industrialized countries.	shake the surface of the Earth in the form of an earthquake. • Where do earthquakes happen? Earthquakes usually occur on the edges of large sections of the Earth's crust called tectonic plates. • What happens when an earthquake occurs? Earthquake energy is released in seismic waves. These waves spread out from the focus. The waves are felt most strongly at the epicentre, becoming less strong as they travel further away. The most severe damage caused by an earthquake will happen close to the epicentre.	the other side of the mountain, as by the time air moves across the mountain, it has lost the water vapour it was carrying. • Seasons are not due to the Earth's tilt bringing parts of the Earth's surface closer to the Sun. They are due to the angle at which the Sun's rays meet the Earth's surface. • When the rays hit at a direct angle, the rays are more intense and temperatures at the surface increase, causing summer. When a hemisphere is tilted away from the Sun, the rays hit a wider area of the Earth's surface, causing a cooling effect: winter. • Seasons in the southern hemisphere occur at opposite times of the year from those in the northern hemisphere. Therefore, when it is summer in the southern hemisphere it is winter in the northern hemisphere. • Weather describes a combination of factors: temperature, precipitation, humidity, cloudiness and wind. • A weather forecast is when meteorologists use what they know is happening in the atmosphere to predict what the weather might be like in the coming days. • Britain's unique weather is due to its position on Earth and it being an island. It is between the Atlantic Ocean and a large landmass, continental Europe. • Five main air masses converge above the UK. An air mass is a large body of air with a similar temperature and moisture property throughout. • The air masses affecting the UK are described as polar, arctic or tropical,

			depending on where they originate. They are also divided into maritime or continental, depending on whether the air has passed over land or sea. • A weather front is a boundary between two air masses. The air masses may have conflicting properties such as differences in temperature and moisture. The bigger the difference in temperature between the air masses, the worse the weather can be.
Skills	• To describe the main features of a village using key vocabulary. • To describe the main physical differences between cities and villages. (How are they different to each other? What makes a city a city and a village a village?) • To explain why people may choose to live in a village rather than a city. (What has a village got to offer people who choose to live there?) • To explain why a place is like it is. (What has contributed to this?) • To explain why people are attracted to live in cities. (What has a city got to offer people who choose to live there?) • To name some cities and villages in the UK. • To explain why some people may not want to settle somewhere permanently.	• To talk about what the earth is made up from using the key vocabulary. • To explain what are mountain folds and how they are formed. • To describe how volcanoes are created. • To explain the difference between a mountain and a volcano. • To describe how earthquakes are created. • To locate and name some of the most famous volcanoes around the world. • To describe how volcanoes and earthquakes can have an impact on people's lives.	• To able to talk about and discuss the different states of mater of water-solid, liquid, gas • To be able to talk about and label different parts of the water-cycle. • To be able to name and discuss the different seasons and why they occur. • To be able to identify and name the different weathers and connect them to the season and climates. • To identify and discuss weather in the UK and compare it to weather in other parts of the world. • To talk about air masses and how they can affect weather and climate in the UK. • To understand and talk and discuss about climate change.
Vocabulary	Population, Distribution, Population, Density, Settlement, Village-Town-City-Megacity, Employment, Leisure, Advantages, Disadvantages, Hunters, gatherer, Nomadic people	Magma, Tectonic plate, Plate, Margin, Mountain range, Mountain Fold, Volcano-active-dormant, Earthquake, Tsunami, Epicentre, vibration, Movement, Compressed, Mantle, Distinctive	Climate, seasons-seasonal, masses, temperature, cycle, weather front, substance, states of matter-solid, liquid, gas, intense, extreme, maritime, continental, moisture, atmosphere, vapour, water particle, water droplets, evaporate, condenses

Link texts	Good Morning City Towns, Cities and Villages Home by Carson Ellis	Everything: Volcanoes and Earthquakes (National Geographic Kids) The Science of Natural Disasters: The Devastating Truth about Volcanoes, Earthquakes, and Tsunamis (the Science of the Earth)	The Meteorologist In Me Tree: Seasons Come, Seasons Go

LKS2 Overview YEAR B			
	Autumn 2023	Spring 2024	Summer 2024
Area:	Rivers Autumn One	Migration Spring One	Natural Resources in Northern Chile Summer One
Big question	Does a rivers journey to the sea always take the same path?	What is migration?	What are the natural resources?
Provocative Statement	Rivers are Pointless	People always migrate to warmer climate.	All natural resources are found in Chile.
Knowledge taught	• A river is a flowing, moving stream of water. Usually a river feeds water into an ocean, lake, pond, or even another river. • Which river is the longest is disputed, but the world's ten longest rivers are generally agreed to be the Nile (6,650 km), the Amazon (6,400 km), the Yangtze (6,300 km), the Huang He (Yellow River) (5,464 km), the Paraná (4,880 km), the Congo (4,700 km), the Mekong (4,350 km), the Lena (4,294 km), the Irtysh (4,248 km) and the Niger (4,180 km) • Waterfalls are a feature of upper courses of rivers, where the river is mostly eroding vertically (downwards). They typically form where a layer of more resistant rock overlies a less resistant rock, resulting in the harder rock layer being	• What is migration? Migration is the movement of people from one place to another to live or work. • What is economic migration? Economic migration is defined as a choice to move to improve the standard of living by gaining a better paid job. • How does economic migration affect people and places? Economic migration helps in improving the quality of life of people. It helps to improve social life of people as they learn about new culture, customs, and languages which helps to improve brotherhood among people. Migration of skilled workers leads to a greater economic growth of the region. • What is the 'Windrush generation'? People arriving in the UK between 1948 and 1971 from the Caribbean region have been labelled the Windrush generation. It refers to the ship	• Natural resources are materials used by humans that are formed naturally. Natural resources include light, air, soil, water, animals and plants, as well as oil, gas and coal. • Anything that is found in nature that can be used by living things is a natural resource. • Non-renewable natural resources (such as coal) have limited reserves so can be used up, and they cannot be reproduced sustainably. • Renewable natural resources are resources that will not be used up (such as wind). They can also be replaced within a human generation (such as timber). • Water and air are Earth's most vital resources. However, like other natural resources, fresh water is not evenly distributed around the world. • Between 1970 and 2010, human use of natural resources almost tripled. This enormous increase is driven by development and growing commercialism.

	undercut and eventually collapsing. This process often creates gorges. • Meanders are a feature of the middle (and lower) course of rivers. Their characteristics include a river cliff on the outside of the bend, where the faster flow of the river is eroding the bank, and a slip-off slope on the inside of the bend, where the flow is slower and deposition dominates. Oxbow lakes are residual features left after the river changes course by cutting through the 'neck' of the meander loop. • Deltas form at the mouths of rivers. As the river enters the sea, it loses energy and deposits its sediment load. Deltas are also characterised by multiple channels. • What landforms can create a river? **The processes of erosion and deposition** create different river landforms. River landscapes change as you go downstream from the source to the mouth • Why are rivers important to people? Rivers have provided humans with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking • What happens when a river floods? Floods can be dangerous and destructive.	MV Empire Windrush, which docked in Tilbury on 22 June 1948, bringing workers from Jamaica, Trinidad and Tobago and other islands, to help fill post-war UK labour shortages. The ship carried 492 passengers - many of them children. • What is a refugee? Refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. • How will climate change affect migration? Climate change can be a major factor in migration. Sea level rise, changes in storm or cyclone frequency, changes in rainfall patterns, forest fires, increases in temperature and ocean acidification may result in loss of homes or livelihoods.	• Currently, the wealthiest countries consume ten times as many natural resources as the poorest countries. • Humans emit between 26 and 29 billion tonnes of carbon each year, which is about 1% of the amount of CO_2 currently in the atmosphere. • 65% of the carbon emissions comes from burning fossil fuels. • Some estimates are that 12,000 miners die in accidents each year. • Chile is a long, narrow country in South America. It shares a border with Argentina, along which are the Andes mountains. Because of its length, climates in Chile differ extremely. In the north is the Atacama Desert, which is the driest place on Earth. In the south, there are glaciers. • Chile is home to several highly valuable natural resources including coal, natural gas and oil, molybdenum, precious metals such as gold and silver, selenium, rhenium, nitrates, iron ore, timber and lithium. • Chile is the world's largest producer of copper, on average producing around 27% of the global supply. Most of Chile's copper deposits are in the north of the country. • Chile exports large quantities of fruit and nuts, fish and wine. It also has sizeable deposits of gold and silver, and the world's largest deposits of nitrate.

	However, floods are not always bad. When muddy floodwaters go down, they sometimes leave a layer of rich, moist soil.		
Skills	• To be able to explain what a river is and how it is different to a lake or an ocean. • To be able to locate some the longest rivers on maps. • To be able to use atlases appropriately by using contents and indexes. • To be able to explain why main cities of the world are situated by rivers? • To be able to carry out a survey to discover features of cities and villages. • To be able to They can locate the Tropic of Cancer and the Tropic of Capricorn. • To be able to explain the different features of a rivers and to be able to label some features of a river on an aerial photograph.	• To identify key features of a locality by using a map. • To use a geographical vocabulary to describe a place and the events that happen there. • To be able to explain what is economic migration and how it affects people and places. • To explain how the lives of people living in the Caribbean regions would be different from their own. • To explain why climate change has an effect on people moving. • To be able names some climate changes/natural disasters that have caused people to migrate. • To think about the distance and time between two countries. • To be able to talk about what is a 'refugee' and how a 'refugee' is different to some does is migrating due to 'economic migration'.	• To be able to identify what are natural resources and talk about how they can be used and why? • To know and be able to talk about the difference between natural and man-made resources. • To be able to discuss and talk about the important of using natural resources. • To be able to talk about the global effects of using natural resources efficiently. • To identify, find and locate Chile on the world map/globe. • To able to talk about the different climates of Chiles (north/south). • To be able to discuss and talk about Chile's natural resources and global impact.
Vocabulary	River, Landscape, Lake, Sea, Ocean, Source, Mouth, Erosion, Transportation, Sediment, Deposition, Riverbed, River bank, Landform, Tributary, Agriculture, Oxbow, Meander, Waterfall- Vertical	Migration, Migrant, Region, Source Country, Host Country, Push Factor, Pull Factor, Economic Migrant/Migration, Refugee, Asylum seeker, Climate Change, Natural Disasters	Natural resources (including names of natural resources), produce-producer, consume, valuable, fuel, reusable, climate, mining, power, source, pollution, carbon dioxide
Link texts	Rivers by Chris Oxlade Rivers Around the World by Jen Green River Stories by Timothy Knapman	The Journey Book by Francesca Sanna Refugees and Migrants by Ceri Roberts The Proudest Blue : A Story of Hijab and Family by Ibtihaj Muhammad	Save The Planet: Protecting Our Natural Resources The Last tree in the City

UKS2 Overview YEAR A			
	Autumn 2022	Spring 2023	Summer 2023
Area:	Slums (Europe) Autumn One	Biomes Spring Two	Energy, Sustainability Summer Two
Big question	What is a slum?	What are the earth's biomes?	What is sustainability?
Provocative Statement	Life in slums can never be improved.	The closer the centre of the earth, the colder it becomes.	We will never run out of energy.
Knowledge	• What is a slum? Slums are defined as residential areas with unsafe housing, overcrowding, limited or no access to basic services, and no legal rights for residents to live where they do (meaning landowners and developers can easily evict them). • Why do slums develop? Slums form and grow in different parts of the world for many different reasons. Causes include rapid rural-to-urban migration, economic stagnation and depression, high unemployment, poverty, poor planning, politics, natural disasters, and social conflicts. • How are Rochinha and Dharavi similar and different? Dharavi slum is located close to the centre of Mumbai, a thriving city with some of the highest property prices in the world. Dharavi's illegal settlement has relatively cheap rents, making it extremely attractive to poor migrants as an affordable central location. Rocinha is Brazil's largest 'favela' (slum), situated on the southern edge of Rio de Janeiro. In contrast to	• What are the Earths biomes? • What affects an ecosystem? • What is the tundra? • What is the taiga? • What is the savanna? • How are biomes being damaged?	• Sustainability means not being harmful to the environment or using up natural resources, therefore supporting a long-term ecological balance. • Single-use (disposable) plastics are used once, then thrown away or recycled, e.g. plastic bags, straws, coffee stirrers, water bottles, and food packaging. The UK and EU banned most single-use plastic items in July 2021. • Plastics that are not recycled create large quantities of refuse, require landfills to dispose of, and often harm wildlife. Recycling petroleum-based plastics requires additional chemicals and materials. Globally, we produce 300 million tons of plastic every year. • The extraction and combustion of fossil fuels damages the planet and releases harmful chemicals into the atmosphere. • Electric cars produce no pollution from fuel combustion. Renewable energy can be produced and stored without the expense or damage of extracting and expending fuel • Humans have invested a lot of time and money into researching how to generate power, and this is still the case.

	Dharavi, it is now relatively developed. However, its site on steep slopes is challenging, it is overcrowded, and it suffers from violent gang- and drug-related crime. • What challenges do people face living in slums? Many slums are illegal settlements, which is why national and city governments do not provide basic services to them. In some cases, as in Rocinha, governments eventually accept slums as being entitled to service provision. Thanks to government-backed self-improvement schemes, for example, almost all houses in Rocinha are made of breeze blocks, cement and tiles. Dharavi was once outside Mumbai, where it developed as a centre for trades such as leather tanning and pottery. It is now located on high-value land next to a new business district. There is therefore much less incentive for the government to provide services, and Dharavi's living conditions remain very challenging. • How can life in the slums be improved? Slum clearance has been a popular model for dealing with slums for many decades. It is often combined with building new, higher-quality apartment accommodation for slum residents in the suburbs of the city. Slum clearance has advantages: the area becomes available for development, and slum residents are rehoused in		• Before the Industrial Revolution (1750–1900), generating power was mainly done by wind and water. The steam engine was improved and this produced new inventions, such as steam-powered mills and factories, and using steam to generate electricity. • Fossil fuels are cheap to use and produce a lot of energy. They cost a lot to extract, with mining operations needed for coal, drilling for oil and fracking for gas. These methods risk or cause damage to the environment, e.g. oil spills or landscape destruction. • All of these fuels produce significant amounts of carbon dioxide and other nitrogen-based pollutants which reduce air quality, impact health and contribute to global warming. • Types of renewable energy: Solar cells are devices that convert light energy into electrical energy. Biomass is organic material from plants and animals, which stores energy from the sun as chemicals. Wind energy is the process by which wind is used to generate electricity. Geothermal energy is the heat from the Earth. It is clean and sustainable. Hydroelectric power is electricity generated from water stored in dams and rivers. • Types of non-renewable energy: Coal, oil and gas are called 'fossil fuels' because they have been formed from the fossilised remains of prehistoric plants and animals. • The energy is released during nuclear fission or fusion, especially when used to generate electricity.

	safer and more secure accommodation, with good sanitation and power. However, new housing often doesn't have the location benefits of the slum. It is often on the outskirts of the city, without transport infrastructure, so people don't have easy access to city-centre employment or space for workshops and factories. When asked, many slum residents tend to prefer schemes to improve the slum. These include self-help schemes to upgrade housing		• The UK is reliant on a variety of energy types, and the demand varies seasonally. In 2015, the UK used fossil fuels for 80% of its energy mix. In 2019, the UK used fossil fuels for 65% of its energy mix • Curitiba is the capital and largest city in the Brazilian state of Paraná. • Jaime Learner was mayor of Curitiba from 1971–2002. When he was elected, there was a plan to widen the city streets to cope with increasing vehicular traffic. Instead, Learner paved the street and closed it to traffic. Boulevard de Flores has since expanded to 50 blocks and is a street-level mall. • There are 28 parks and wooded areas in Curitiba. The parks are interconnected to maximise their use. The parks ring the city to give easy access to green space. Some were built in just two months. • The city uses an overground metro system, avoiding the costs of an underground network. Bi-articulated buses have a capacity for 270 passengers. At peak times, they run every 50 seconds in bus-only lanes and passengers can board rapidly at stations. The buses are fast and cheap so are used by roughly 85% of the city's population • Freiburg in southern Germany is held up as the single best city for sustainable urban development. Since the 1970s, Freiburg has tackled various issues, including energy and climate change, transport and land use, urban living conditions and safety. • The population of Freiburg supports walking, bicycling and public

			transport in the city, and enjoys car-free areas and high levels of accessibility for people of all ages.
			• Freiburg has developed a sustainable transport system using the following strategies:
			  ○ Restricting cars in the city centre
			  ○ Providing transport alternatives to the car
			  ○ Ensuring any development includes measures for public transport, cycling and walking.
			• Freiburg's economic development is tied to sustainable practices. 10,000 of its inhabitants are employed in sustainable technology businesses. Local residents can invest in solar energy panels which reduce their energy costs. Public money saved on tackling pollution, because the air is so clean, has been spent encouraging people to compost food waste.

Skills	• They can locate and name the main countries in South America on a world map and atlas. • They can explain how a location fits into its wider geographical location; with reference to human and economical features. • They can give extended descriptions of the physical features of different places around the world. • They can collect information about a place and use it in a report.	• Understand geographical similarities and differences through the study of key cities linked with current world issues. • Children can say where the Tropic of Cancer and the Tropic of Capricorn is on a world map. • Children can record how different biomes affect living conditions. • They can explain how a location fits into its wider geographical location; with reference to physical features. • They can map land use. • Children can locate the Arctic Circle.	• To talk about and discuss why is the environment under so much pressure today. • To give examples of sustainable and unsustainable practices. • To talk about and discuss what new technology is encouraging sustainability. • To talk and discuss what are the ways humans can generate energy. • To give examples of 'renewable' and 'non-renewable' forms of energy. • To identify and explain what are fossil fuels. • To name countries which rely a lot on renewable energy and to name what kinds of renewable energy are there.

	• They can describe how some places are similar and others are different in relation to their human features.		• To talk about and discuss how renewable energy generated. • To find and locate Curitiba on a world/continent map. • To talk about and discuss why it sustainable to make the centre Curitiba pedestrian and are the parks in Curitiba sustainable. • To talk about and discuss how Curitiba's public transport system is sustainable. • To find and locate Freiburg on its country's or a world map. • To talk about and discuss what sustainable measures has Freiburg taken and how do these measures support each other.
Vocabulary	Slum Settlement Densely populated Inhabitant Urbanisation Urban Rural Migration Push factors Pull factors Services Inequality Quality of life Standard of living	Biome Ecosystem Climate Deciduous Dormant Equator Fauna Flora Latitude Temperature Tropics Deforestation	sustainability, ecological, disposable, extraction, combustion, pollution, renewable-non-renewable, extracting, biomass, organic, geothermal, hydroelectric, non-renewable, fossilised, nuclear fission or fusion
Link texts			Energy Island: How One Community Harnessed the Wind and Changed Their World (Green Power) Solar Story: How One Community Lives Alongside the World's Biggest Solar Plant (Green Power)

UKS2 Overview YEAR B			
	Autumn 2023	Spring 2024	Summer 2024
Area:	Local Fieldwork Autumn Two	Population Spring Two	Globalisation Summer One
Big question	Why do we do fieldwork?	Where are all the people.	How has globalisation changed the way we communicate?
Provocative Statement	Geographers do not need to do any fieldwork to present data.	The population of the world will always stay the same.	Globalisation has no affect on trade.

Knowledge taught	•	•	• Globalisation describes the increase in connections between places and people around the world. These connections are made through cultural exchanges, trade and politics, and are helped by technology and transport. • Although it is mainly an economic process, there are major social, political and cultural aspects to globalisation. Disneyland Paris is a good example of cultural globalisation: where US culture in France gets more tourist visits than some attractions in Paris. • When globalisation began is not known or agreed on: some see it as beginning as early as 3000 BCE in trade between the Indus Valley civilisation (in what is now Pakistan) and the Sumerians (in what is now Iraq) • The writing that the Sumerians invented is called cuneiform. It developed significantly from a way of recording basic notes into something through which great works of literature (*The Epic of Gilgamesh*) could be expressed. • Although Alexander Graham Bell is who we think of as the inventor of the telephone, others had developed the concept around the same time: but Bell was the first to patent a working solution. • What Tim Berners-Lee did to invent the internet was to develop a way of allowing different computers to communicate with each other. Between 1989 and 1990, he developed HTML, what we call URLs and the hypertext transfer protocol (http).

			• Classical economics says that trade benefits all nations because each nation is able to specialise in producing and trading something that is a comparative advantage for them, i.e. that they can produce more cheaply, in greater quantity, at a higher quality, etc., than others. • Over the last 20 years, world trade has increased at an average rate of 6% a year, and these days around a quarter of all global production is exported. • There has been a change since the 1970s in the role of developing countries in world trade: many developing countries have significantly increased their exports of manufactured products and services and this has coincided with big improvements in living standards. However, not all developing countries have benefited. While Asia in particular has benefited, poorer African countries have not, and some have even seen a decline in their share of world trade. • The global fashion industry is worth US$3 trillion (3,000 billion). • 80% of textile workers globally are women, and 60% of workers in the fast fashion industry are under 18 years of age. • 10% of global greenhouse gases are emitted by the fashion industry, which also uses 1.5 trillion litres of water every year and 70 million barrels of oil in the production of polyester. • Ten companies control almost every major food brand: Nestlé, PepsiCo, Coca-Cola, Unilever, Danone, General Mills, Kellogg's, Mars,

			Associated British Foods, and Mondelez. • The number of TNCs (all industries) has increased from around 7,000 in the 1970s to over 63,000 today. • The revenues of the biggest TNCs are staggering – often more than the GDP of the countries they operate in. Cargill, for example, makes more in coffee sales than the GDP of most coffee-producing countries in Africa • Communication changes and globalisation: globalisation increased significantly in the 19th century as electricity enabled the transfer of information quickly across great distances; digital communications have enabled the fastest rates of globalisation. • Trade has been the main driver of globalisation: its benefits are undeniable in the millions lifted out of poverty. The costs are significant too, both in terms of job losses, working conditions and environmental costs. • Both fashion and food show the benefits (cheaper clothes, cheaper food, more jobs, more choice) as well as the costs (particularly environmental costs) of globalisation.
Skills	•	•	• To be able to use a timeline to discuss 'when possibly globalisation might have begun'. • To be able to talk about and discuss changes in globalisation through time. • To identify and name some famous companies (modern time) which contribute to globalisation today- how and why? • To name and locate places and their connections to other places (in

			relation to globalisation) on a world map. • To discuss how technology has contributed to greater communication in globalisation. • To be able to talk about and discuss 'advantages and disadvantages of the internet' and its link to globalisation. • To be able to talk about benefits of trade with poorer countries and exploitation of trade.
Vocabulary			Globally, globalisation, trade-fair trade, industry, produce-production, connections, economy, political, cultural, civilisation, communication, underdeveloped, poverty, recyclable, environmentally friendly, greenwashing, export-import, comparative,