Adel Primary School

GEOGRAPHY Curriculum

Early Years to Year 6

Our geography curriculum is designed to provide a high-quality education that inspires curiosity and a lifelong fascination with the world and its people. We aim to nurture pupils' understanding of diverse places, cultures, resources, and environments, alongside a deep appreciation of the Earth's key physical and human processes.

As pupils progress, they develop:

- Knowledge of diverse places and people
- Understanding of natural and human environments
- Insight into the interaction between physical and human processes
- Awareness of how landscapes and environments are formed and used

Geography equips pupils with the knowledge, skills, and frameworks to explain how the Earth's features at different scales are shaped, interconnected, and change over time. We strive to make geography an immersive experience—allowing children to truly *"feel geography through the soles of their feet."*

EYFS		
Autumn Term	**Spring Term**	**Summer Term**
Seasonal changes and weather	Seasonal changes and weather	• Seasonal changes and weather • Exploring different parts of the world (hot and cold) • Exploring similarities and differences between life in this country and life in other countries • Making and using maps **ELG: People, Culture and Communities** • **Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.** • **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** • **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.** **ELG: The Natural World** • **Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** • **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**
Year 1		

Autumn Term	Spring Term	Summer Term
United Kingdom & Seas	**Weather & Climate**	**Coasts**
Session 1: What is the United Kingdom? United Kingdom is four countries. This does not include Republic of Ireland. Great Britain is only England, Scotland and Wales. We live in England. The flags that represent each country including the Union Jack. Locate England, Scotland, Wales, Northern Ireland on a map. *Vocabulary: England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, map, locate* **Session 2: Which capital cities are in the Uk and where can I find them?** Each country has a capital city. A capital city is an important city where the government offices are located and important decisions are made. London, Edinburgh, Cardiff , Belfast are the capital cities. Our capital city is London. Locate each capital city within its country. *Vocabulary: capital city, London, Edinburgh, Cardiff, Belfast* **Session 3: What are the UK's countries like?** Human feature – something made by humans (cities, buildings, statues, canals, farms). Physical feature – made by nature (lakes, rivers, cliffs, coasts, mountains, forests, weather). Sort examples of human and physical features based in England. *Vocabulary: human, physical* **Session 4: What are the UK's capital cities like?** A capital city is a busy and crowded place. There are lots of different buildings, people, transport and places of entertainment. This type of city hosts the government offices. The River Thames is an important physical feature. Watch the clip depicting London in birds eye view. Describe the capital city of London using its key landmarks. Write the description as a postcard. *Vocabulary: busy, crowded, tall, noisy, polluted, religions, taxi, red bus, London Underground, River Thames. Landmarks – Buckingham Palace, The Shard, Wembley Stadium, London Eye, Houses of Parliament* **Session 5: What is similar about each capital city?** London – next to the River Thames Edinburgh – coastline of Scotland Cardiff – coastal city Belfast – coastal and river Cities have similar human and physical features. Watch the clips of each city (Oddizzi) recording human and physical features of each. Sort the vocabulary under each city name to recognise how they are similar and different. Discuss. *Vocabulary: coast, river, hill, museum, castle, harbour, sea, cathedral, stadium, palace*	**Session 1: What are the months of the year?** The sequential order of the months of the year. *Vocab: January, February, March, April May, June. July, August, September, October, November, December* **Session 2: How are the months of the year organised into seasons?** The UK has four seasons. These are called Winter, Spring, Summer and Autumn. Sort the images into groups of the four seasons. Use the vocabulary cards to decide how best to describe each season. *Vocab: time, month, season Winter, Spring, Summer, Autumn* **Session 3. How are the seasons different? (compare winter/summer)** **Winter** • The temperature is cold • There may be ice and snow • The trees are bare (no leaves) **Summer** • The temperature is warm or hot • Sunrise is earlier and sunset is later • The leaves on the trees are green Pick a tree in the school grounds (deciduous). Take the children to study and draw their observation of the tree. Visit the same tree each season and notice how it changes over time. Draw observations. Use the vocabulary words and pictures to describe the seasons of Winter and Summer. *Vocab: season, temperature, sunrise* **Session 4: How are the seasons different? (compare autumn/spring)** **Spring** • The temperature is warmer • It is light for longer each day • Trees grow blossom **Autumn** • The temperature gets cooler • It is dark for longer each day • The leaves on the trees turn orange or red and fall to the ground Use pictures and appropriate vocabulary to describe similarities and differences between each season. *Vocab: warmer, cooler, darker, lighter, blossom* **Session 5: How does the weather affect my environment?** There are clues in our environment that can help us decide which season we are in. Use the photos in the seasonal gallery to spot clues and discuss. How do you know it is...winter?/ Spring? Remind children of the knowledge they learned in previous sessions. Take the children	**Session 1: What is a coast and where would I find them?** A coast is where land meets the sea. Coasts are all around the UK in N.Ireland, Scotland, Wales and England. Locate familiar coastlines on a map and identify their countries and the sea they would be paddling in. Sort pictures of coastlines and non-coastlines. *Vocab: coast, land, sea, beach, seaside, N. Ireland, England, Scotland, Wales, Giant's Causeway, Jurrasic Coast, Blackpool, Scarborough, North Atlantic Ocean, Irish Sea, North Sea, English Channel* **Session 2: Do all coastlines look the same?** There are different types of coasts. 1. steep cliffs with caves 2. pebbly or sandy beaches 3. long grass growing on sand dunes Label photographs to state what they can see at each type of coastline. *Vocab: cliff, coast, tide, sand dune, grass, sand, fossils, arch, pebbles, seaside town, Giant's Causeway, Durdle Door* **Session 3 : What would we see at the seaside?** There are lots of human and physical features that we would not find in our local area. Discuss: has anyone ever been to the seaside? Or heard about it in a story? What would you see there? What can you do there? Name and sort common features into human and physical and recap popular locations on a map – Scarborough/Blackpool. Compare two very different seaside places. What features would they expect to see in each? *Vocab: rockpool, beach, port, harbour, pier, rock arch, sand dune, lighthouse, sea stack, funfair, beach hut, wind turbines, hotels and restaurants* **Sesson 4: Why are seaside towns popular places to live and visit?** People live and have holidays in seaside towns and visit for a day because of what is there to offer. People also live there close to their job – fisherman/ port worker. Compare features on a coastline/seaside to what is similar and different in our local area. Use a Venn diagram. *Vocab: rockpool, beach, port, harbour, pier, rock arch, sand dune, lighthouse, sea stack, funfair, beach hut, wind turbines, hotels and restaurants* **Session 5: What would I take with me on a seaside holiday?** Suitable items to take for a day at the coast. Complete and label a blank outline of a person to show how they would dress and what they would take. Verbally be able to say what their item would help them do when they were there. Play an oracy game – use the alphabet to say

Session 6: Which seas surround the UK? The UK is surrounded by sea. The seas have different names. North Sea, Irish Sea, Celtic Sea, English Channel. Use the atlas to label a map showing the location of each sea. Identify each seas closest country in the UK.
Vocabulary: North Sea, Irish Sea, Celtic Sea, English Channel
Session 7: What can I share about the UK? Revisit essential knowledge from previous sessions. Create fact files to share their knowledge of each country of the UK.

Session 8: Assessment
Children answer questions related to countries, cities, human and physical features and their locations.

outside to spot clues which help them show we are in winter – I spy game. Draw a picture to represent the environment on this day.
Vocab:

freezing	cloudy	rainy	hot	windy
sunny	frosty	warm	misty	cold

Session 6: Can I share my knowledge of weather?
Revisit learning so far and use it to explain their thoughts.
Session 7: How does the weather affect the choices we make?
The weather outside affects the choices we make. Choose suitable clothing from the images provided. Can they explain their choice? Clothing is one example. Can the children think of their own idea and represent it – eg different activities, food choices.
Vocab: weather, clothing, suitable, unsuitable, rain, fog, wind, sun, snow, lightning
Session 8: How can I tell the weather's story? Weathers experienced in the UK – rain, sunshine, cloud, wind. Symbols that represent the weather. How to represent daily weather patterns to show the weather we experience. Children discuss the weather they have experienced in the UK. Identify symbols to represent the different weather types. Talk about and describe what the weather is like today. Model how this can be recorded on their weather diary. Take children outside to complete the chart for that day. *Vocab: weather, sunshine, rain, fog, cloud, lightning, temperature*
Session 9: What is the weather like in the rest of the UK?
England, Scotland, N.Ireland and Wales can experience different weather – it can be sunny here but raining somewhere else.
Complete a weather forecast using the symbols from last week. Read sentences that describe what is happening in each country and label a map of the UK with the correct symbols. *Vocab: weather, sunshine, rain, fog, cloud, lightning, temperature*
Session 10: How does the weather affect people's work?
The weather affects the work people can do. Discuss the positives and negatives of a few example jobs- farmer, teacher, ice cream seller, builder. Complete a positive and negative for a chosen weather choice for 3 types of job. *Vocab: job, weather, affect, negative, positive*

Session 11: Assessment

and repeat what you could take naming something for every letter of the alphabet. In my suitcase I would pack...
Vocab: picnic, towel, binoculars, sunglasses, sandals, shorts, t shirt, bucket and spade, money etc
Sessions 6 & 7: Virtual Fieldwork to the Jurassic coast Know that waves change the shape of the cliffs. Beaches can be made of shingle, pebbles, sand or rock. Waves are the movement of water on the earth. The changes through the day from high to low tide. There are different types of boats – some fishing and some for sailing. Caves are made by the waves crashing on the cliffs. Sea stacks are made by the waves wearing away the rock of the cliff. Recap what they would see at the seaside. Use Geojotters.
Session 8 – Virtual Fieldwork to the Jurassic Coast
Know that seaside settlements are popular places for tourists because there are lots of activities to do – paddleboarding, fishing in rockpools, restaurants, walking. Coastlines have changed over many thousands of years – marsh/grassland to coast. Tourists visit to go fossil hunting. Use Geojotters. *Vocab – erosion, change, waves, wind, tide*
Session 9 – Virtual Fieldwork to the Jurassic Coast Know that tourists have been visiting for many years. Donkey rides. Landmarks can be seen around the town – bathing huts. Coastlines have changed over many thousands of years – arch/cove – discuss. Lighthouses keep the boats safe at night to stop them crashing into the rocks. Use Geojotters.

Session 10: Assessment Postcard
Why should children in school be allowed to visit the coast? Share what they have learnt in pictures and writing.

Autumn Term	Spring Term	Summer Term
	Continents & Oceans **Hot & Cold Places**	**Local Area Study – Adel** **What is it like where I live?**
	Session 1: Where in the world am I? Hemisphere – Northern Continent – Europe Country – England County – Yorkshire City – Leeds My school - Adel *Vocab: All the above* **Session 2: Where are the world's continents?** Know: There are 7 continents. Location of each of the seven continents. Compass directions. *Vocab: Asia, Africa, North America, South America, Antarctica, Europe and Australia.* **Session 3: Where are the world's oceans?** Know: There are 5 oceans. The location of the five oceans. *Vocab: ocean, Atlantic, Pacific, Indian, Southern, Arctic* **Session 4: Can I describe where the world's continents and oceans are?** Know: Points of a compass – N/S/E/W. Describe the location of continents and oceans in relation to each other and the equator. *Vocab: compass, north, south, east, west, equator* **Session 5: Are all the continents the same?** Know: Some human and physical features in Europe and Africa, inc mountains and rivers. Compare the two continents using place, scale and space. *Vocab: human, physical, scale* **Session 6: What can I find out about a continent of my choice?** **Know:** its location, its nearest ocean, rivers, mountains, people, animals, climate. Research one of the continents (Asia, Africa, N/S America, Europe, Australia)and present to the class. **Session 7**: Virtual fieldwork session – Antarctica Know: landscape Animals, plants, people Weather Colours and sounds *Vocab: fieldwork, skills* **Session 8: Where are the world's hot and cold places?** Know: Continents closest to the equator are the hottest. *Vocab: weather, climate, hot, cold, temperature, equator, North Pole, South Pole* **Session 9: What is it like in hot and cold places?**	**Session 1: What sort of area do I live in?** Know: Urban areas have: lots of people living there, shops, roads, transport links. Rural areas have: fewer people living there, fields, country lanes. Adel is semi-rural. Sort photographs into features they think belong to urban/rural or both. Use a satellite map of Adel to identify any features and use their knowledge or urban and rural to decide how they would describe Adel. *Vocab: urban, rural, settlement, city, village, town* **Session 2: What will I find in Adel?** Know: Adel has human features – shops, roads, residential areas. Adel has physical features – fields, streams, woodland. Names of types of housing found in Adel. Use photographs of features around Adel to record what they will see. Draw and label features to create their own map/ interpretation of Adel. Discuss what they like and dislike about Adel. *Vocab: human, physical, residential, detached, semi-detached, bungalow, flat, terraced* **Session 3: Fieldwork session** Aim: to be able to answer the main question – what is it like where I live? Know: how to tally, how to record data for what they here, see, feel. Explore the most popular type of housing in Adel. Explore how busy Adel is. Explore what Adel has to offer to the people who live there. *Vocab: record, tally, observe, conclude* **Session 4: Can I give simple directions?** Know: The four compass directions – N,S,E,W and the turns, clockwise and anti- clockwise. Use an OS map of Adel with OS symbols. Children use directional language and series of directions to follow to navigate to different places on the map. *Vocab: ordnance survey map, symbols, North, South, East, West, clockwise, Anti-clockwise* **Session 5: Can I represent Adel on a map?** Know: 5 basic OS symbols – church, viewpoint, footpath, road, nature reserve for example. Scale shows the size of something in relation to something else. *Vocab: scale, distance* **Session 6: What is it like where I live?** Revisit findings from the fieldwork activity and allow children to create a leaflet/poster to share their knowledge and opinions about the local area with someone who doesn't live there. **Session 7: Where in the world is Mugurameno?**

	Know: Antarctica - Coldest place on Earth, always very cold – snow and ice everywhere, very windy, no one lives there all year – just scientists in special stations, Penguins, seals, and whales live there, icebergs, glaciers, mountains, and frozen sea, research stations, no towns or villages. Rainforest - Very hot and wet – it rains almost every day. Warm all year round. Some people live in rainforests in small villages. They often build homes from wood and use the forest to find food. Monkeys, parrots, frogs, jaguars, snakes. Tall trees, rivers, waterfalls. Thick green plants and vines. Some villages, wooden homes, paths, and bridges. Hot desert - Very hot during the day and cold at night. Hardly any rain all year (dry). Some people live in the desert in tents or small houses made of mud or stone. People wear loose, light clothes to stay cool. Camels live here – they store water and have long eyelashes to keep out sand. Also: snakes, lizards, scorpions. Sand dunes, rocky hills, very dry land. No rivers, but sometimes there are oases (water sources).Small towns or camps. *Vocab: nomads, scientists, icebergs, sand dunes, rain, coldest,* **Session 10: Assessment**	Know: Mugurameno is a rural village in Zambia, on the continent Africa. Use an atlas and a blank world map to locate places of significance – Africa, Zambia, Mugurameno, Europe, Leeds, Adel. Develop knowledge about the places it borders, its closest ocean/sea, its population, climate and flag. Think about the journey from Adel to Mugurameno. How would we get there? Draw symbols on the map to show types of transport at different stages of the journey. *Vocab: Africa, Zambia, Mugurameno, Europe, Leeds, Adel, transport, climate, population* **Session 8: What is Mugurameno like?** **Know:** Human and physical features within the village such as, huts, trees, dusty roads, river, wildlife, crops. Complete a factfile to share information children can gather/see using photographs of the village. *Vocab: huts, trees, dusty roads, river, wildlife, crops* **Session 9: Is the river important to the villagers?** Know: Villagers use the river to wash, fish, farming, travel. Compare how people in both Mugurameno and Adel might use a river and who it is most important to. Debate (with the class as the villagers) why the river is important to them. *Vocab: river, important* **Session 10: What would I do all day in Mugarameno?** Know: Children go to school, cook on open fire, farm, go to market Create a comic strip for a 'day in the life of' **Session 11: Where would I like to live? (Assessment)**
Year 3		

Autumn Term	Spring Term	Summer Term
	Climate Zones	**South America** (virtual fieldwork)
	Session 1: What and where are the latitude lines? Know: Latitude is the distance a place is from the Equator and is measured in degrees. You are either north or south of the Equator in the northern or southern hemisphere. The lines of latitude are: the Equator, the Tropics of Cancer. The Tropics of Capricorn, the Artic Circle, the Antarctic Circle. Use an atlas to locate and label the lines of latitude on a world map. *Vocab: Latitude, Equator, degrees, sphere* **Session 2: Why does your location affect the climate?** Know: Climate is the average daily and seasonal weather patterns over a long period of time. Weather is the short-term conditions we experience on a day to day basis. Your location on the Earth's surface affects the amount of the sun's energy you receive across the year. This energy shapes the climate. Experiment how the light from a torch shines on a curved surface. Discuss the energy from the sun's rays spreading in the N/S and how close to the Equator the same amount of energy is more concentrated in a smaller space. Draw a diagram to show their understanding linked to climate and decide what the climate would be like in the UK, Brazil, Egypt and Antarctica. *Vocab: climate, weather, Equator, latitude* **Session 3: What is a climate zone?** Know: climate zone: a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar) Use the 'Climate Zones Around the World' map to locate different climates around the world. Using knowledge from the previous sessions suggest rules for where climates are located. Locate and describe Egypt's climate. Identify which of these climate zones might get bigger and which smaller if the climate got cooler. *Vocab: Climate zones, arid, Mediterranean, temperate, tropical, polar* **Session 4: How are the Northern and Southern hemispheres different?** Know: As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year. *Vocab: axis, tilt, Northern, Southern, Hemisphere, seasons* **Session 5: How does the UK's climate compare to the tropics? Know:** The UK has a temperate climate. Compare to tropical climate. Discuss the similarities and differences. *Vocab: temperate, temperature, tropical, precipitation* **Session 6: How does the climate vary around the world?**	**Session 1: Where is the Amazon Rainforest?** Know: South America is the fourth largest continent. Ecuador is a country here, its coastline is looking into the Pacific Ocean and is part of the Pacific Ring of Fire. The equator runs through it. It is in the NW. Andes Mountain ranges can be found here. It is home to the biome – Rainforest. Geojotter activities. *Vocab: Tropics of Cancer, Tropics of Capricorn, Tropical Rainforest, latitude, biomes* **Session 2: How can we get to the Amazon Rainforest?** Know: Travel is by air, land and water. Map scales change between global, national and local scales (zoom in/out to show less/more detail in a place). Eco tourism is responsible travel to natural areas that protect the environment and helps the wellbeing of the local people. Geojotter activities. *Vocab: global, national, local, scale, Quito (Ecuador's capital), eco tourism* **Session 3: How are we connected to the Tropical Rainforest?** Know: The Amazon Rainforest is the world's largest rainforest. It runs through the rainforest. People boat on the river to get to inaccessible places by foot. The rainforest provides us with food. Rainforest biomes provide the rest of the world with oxygen and take in CO2 – main gas linked to global warming. Palm oil is a vegetable oil from fruits in the rainforest. Rainforests are in danger of deforestation. *Vocab ; Amazon Basin, Andes Mountains, fresh water, palm oil, deforestation* **Sessions 4 & 5: What are the main features of the rainforest and what grows there?** Know: Plants and trees have adapted to the rainforest biome. There are two seasons – rainy/dry. The structure of the rainforest – emergent, understory, canopy, forest floor. The plants there are used for many medicinal reasons. Don't forget the Amazon River is a feature too! *Vocab: emergent, understory, canopy, forest floor, adapted, medicinal, damp, humid, kapok tree, biodiverse* **Session 6: What animals live in the Ecuadorian Rainforest?** Know: Mammals, fish, birds and insects have adapted to live in the rainforest environment. Knowledge individual to each child that they have learnt from the film. *Vocab: adapted, endangered* **Session 7: What can we learn from a visit to the Achuar Villages?** Know: The Actuar people are indigenous, and they have their own cultures, beliefs and ways of life. They use the land for food, shelter

	Study different climate zones, complete the graph to show temperature and precipitation for their country. *Vocab: temperature, precipitation, arid, mediterranean, polar, temperate, tropical* **Session 7: What is the weather like in a climate zone of my choice?** Key facts about a climate zone of their choice. Polar/tropical/arid/temperate - complete a fact sheet about their chosen climate. *Vocab: Vocab: temperature, precipitation, arid, mediterranean, polar, temperate, tropical* **Session 8/9: Virtual Fieldwork sessions** **What is it like in the heart of Antarctica?** Complete Geojotter activities. **Session 10: Assessment: What is special about each climate zone? Pupils identify each of the climate zones using the images and descriptions. Using the persuasive writing frame/postcard template, pupils choose a climate zone and write to persuade someone to live there.**	and medicine. They live in the Amazon sustainably. *Vocab: indigenous, sustainable, beliefs* **Session 8: How is the Rainforest changing and what can we do to help protect it?** Know: Humans (companies) clear large areas of rainforest for its resources – deforestation. Unsustainable. The dry season is getting hotter. The river is getting lower – affecting animals they hunt and how they can travel. How we can help – buy products responsibly *Vocab: unsustainable, sustainable* **Session 9: Assessment**
Year 4		

Autumn Term	Spring Term	Summer Term
European Study – Greece		**Mountains**
Session 1: Where is Europe and what is it like there? Europe is one of the seven continents, made up of 46 countries. European countries experience vastly different climates depending whether they are southern, northern or central. Southern climate – Mediterranean Northern climate – polar climate Central climate – temperate Watch the clip of Europe (Explore the world-places-Europe) Name and locate countries 1-10 on the map using an atlas. Investigate one of the European countries (1-10) on the map with a focus on capital, population, language, human/physical features, religions, animals, climate, time zone *Vocabulary: Europe, continent, polar, mediterranean, temperate, climate, country.* **Session 2 – What are lines of longitude/latitude and why are they important?** Lines of longitude and latitude create an invisible grid over the Earth and they help us to locate an exact place using coordinates. Longitude lines help us with time zones across the world. All time zones are measured from a starting point – Greenwich Meridian. Use lines of longitude and latitude to locate the position of the 10 European countries capital cities studied in lesson 1. *Vocabulary: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian* **Session 3: Why do tourists visit the Mediterranean?** The Mediterranean is the name of the sea between Europe, North Africa and Asia. It also means the countries surrounding the sea that share a Mediterranean climate. A Mediterranean climate is warm, sunny weather with very little rain. Locate and name some countries in the Mediterranean region using an atlas. Research tourism in the Mediterranean. Debate positives and negatives of tourism in the region. *Vocabulary: Mediterranean climate, tourism, leisure, resort, impact, wildlife* **Session 4: Why are migrants coming to Greece?** Greece is located in the Mediterranean region. It is part of the European Union. People from non-European countries migrate here for a safer and better life. Locate Greece. Read the newspaper report about migration. Sort push and pull factors for migration to Greece. *Vocabulary: migrate, Syria, border, European Union, refugee, smuggle*		**Session 1: What is a mountain?** Know: A mountain is a landform that stands high above the land around it. It is 600m or above. A group of mountains together are called a mountain range. The seven summits are the highest mountains on each continent. Complete the definition, features and example/non example activity. Use an atlas to help. Identify the UK's mountains and mountain ranges on a UK map. World Mountains - Use the map to label the Seven Summits. *Vocab: landform, summit* **Session 2: How are mountains made?** Know: The Earth's crust is made out of giant slabs of rock (called plates), which float about on the mantle. When two of these massive plates collide, land may be pushed upwards or folded. *Vocab: plates, mantle, crust, summit, slope, valley, fold, fault-back, volcano, dome* **Session 3: What is it like on a mountain?** Know: Mountains have their own climate. The higher up the colder. The summits are often topped with snow and it is much harder for plants and animals to survive. It rains a lot near the top because of air being pushed up and over the top. As air is moved up the mountain what happens? Explain what it must be like for people living on a mountain. *Vocab: climate, clouds, cools, condenses, fertile, extreme, avalanches* **Session 4 : Where are the UK's highest mountains and what are they like?** Know: Which country each mountain range and highest peak is located and to show this on a map. Use an atlas to locate each of the highest peaks and the mountain ranges on a map of the UK. What would you take with you to the summit and why? Use this to ask the children to describe the environment and the climate. *Vocab: highest peak, mountain ranges, Ben Nevis, Scarfell Pike, Snowdon, The Grampians, The Peak District, The Cambrians, The Southern Fells* **Session 5: How far would I have to travel to get to the Three Peaks?** Know: How to use skills in using an atlas. Contents/index page to find relevant content. How to use the scale on the map to work out distance. Atlas/map skills. Model how to measure scale on a map and solve the problems***. Vocab: scale, scale bar, Three Peaks Challenge,*** **Session 6: Virtual Fieldwork: Mount Everest** Geojotter activities. **Session 7: What is it like in Himalayas?** Geojotter activities.

Session 5: What is the landscape of Greece like today? Greece has the longest European coastline – E, S AND W. Mount Olympus is the tallest mountain. Its landscape is mountainous, coastal, rural, urban. Land use is agricultural, residential, industrial or wilderness. Describe Greece using the photo gallery. Refer to human, physical including types of farming/fishing and climate. *Vocabulary: mountainous, coastal, rural, urban, agricultural, industrial, residential, wilderness.* **Session 6: Why is Athens an important city in Greece?** Athens is Greece's capital city and its largest. It is home to some of the world's most famous ancient architecture – Parthenon, statues and amphitheatres. Mountains surround Athens and is home to many different species of plants and animals. Greece's largest container port is close to Athens to help it to trade. Locate Greece, Attica Basin, Acropolis, Parthenon, Parneta mountain and the Peleponese region. Devise an itinerary for a tourist visiting Athens. *Vocabulary: Athens, Attica Basin, Acropolis, Pathenon, Peleponnese, Piraeus, port, civilisation, itinerary* **Session 7: Fieldwork planning session for Leeds** What would there be for a tourist to do/see in Leeds? What do we know about Athens that we can use to find out about Leeds? Significant buildings, transport, trade links, landscape, space. Look for similarities and difference between the two cities. *Vocabulary: fieldwork, enquiry, data, sketch, tally, questionnaire* **Session 8: Fieldwork visit to Leeds.** Map skills. Questionnaire to establish why people visited Leeds that day. *Vocabulary: Observe, record, collect, data, sketch, questionnaire, tally* **Session 9: What have I found out?** Children can clearly present and interpret their findings linked to the question - What would there be for a tourist to do/see in Leeds? *Vocabulary: analyse, interpret, represent, graphs* **Session 10: How do Leeds and Athens compare?** Similarities – trainlines, trade - canal, space is crowded, leisure such as shopping. Differences – Leeds isn't near to mountains, Athens does not have a river running through it, trade – port. Use a Venn diagram to show key comparisons between the city of Leeds and Athens. *Vocabulary: similarities, differences* **Session 11: Assessment**		**Session 8: Assessment – factfile to share knowledge.**
Year 5		

Autumn Term	Spring Term	Summer Term
	Local Area Study – Yorkshire/Malham **Virtual Malham study/Residential to Malham**	**Rivers**
	Session 1: Where is Malham and what is it like there? **Know:** North Yorkshire is a coastal county. Malham is in North Yorkshire, it is a village with a population of around 500 people. Follow the clues to identify counties around the UK. Use the clip to describe what the village of Malham is like – refer to the enquiry question – why is it a popular place? *Vocab: Fieldwork, village, town, county, North Yorkshire* **Session 2: What do the symbols mean?** Know: key OS symbols on map. Although Malham is small there are many interesting buildings, shops and places to stay. Tourism, dairy and sheep farming are important to the local economy. Match the OS symbols to the correct locations. Geojotter activities. *Vocab: ordnance survey symbols* **Session 3: Where does that raindrop go?** Know: A beck is another word for stream. The source of Malham Beck is beyond Malham Cove, it joins the River Aire, empties in the River Ouse then the Humber Estuary and finally to the North Sea. Use a map of the area to track the course of a raindrop through the upper to lower stages. *Vocab: upper course, middle course, lower course, source, Malham Beck* **Session 4: How quickly does the river flow?** Know: The velocity of a river is the speed that water flows along it. The speed of a river affects the flora and fauna that can live there and the material on the river bed. Show the children the equipment they will need to collect the data to complete the investigation. Ask them to plan how they will use the resources to find out an answer to the investigation. Watch the clip to model how to set up the experiment. Take the children to Adel Beck to complete their investigation. How did the velocity of our beck compare to the one in the clip? *Vocab: velocity, shallow, fieldwork, collect data, tape measure* **Session 5: What can I see from Malham Cove?** Know: Malham cove is a large, curved limestone cliff. Much of the surrounding land is farmed. It is a perfect habitat for wildlife and popular with tourists. List human and physical features you can see from the top of the cove. Draw and label 3 of your most interesting features that tourists would see during their visit. Write facts to share your knowledge about your 3 observations. *Vocab: cliff face, clints, gyrkes, Peregrin Falcon, Ice Age, pavement*	**Session 1: What is a river?** Know: A river is a long, flowing stream of water which travels across the land. It usually begins high up on a hill or mountain. Water flows downhill because of gravity. The River grows in size as other streams (tributaries) feed into its channel during the its epic journey. The mouth of the river is the end of the journey. Here, river water flows into the sea or a large lake. The River Nile is the longest. Discuss the lengths, start and end of rivers. *Vocab: flows, gravity, mountain, source, tributaries, channel, mouth, estuary.* **Session 2: How does the water cycle impact rivers and what is it?** **Know:** Rivers and the water cycle are interdependent. They rely on each other – the water cycle replenishes the river with water and the river carries the water back from its source to the sea. Stages of the water cycle. Children set up a 3d model using various resources to build a water cycle with key vocabulary. *Vocab: interdependent, evaporation, condensation, precipitation* **Session 3: What journeys do rivers make? (recap)** Know: A river has three stages. Upper, middle and lower course. Each feature of a river. *Vocab: source, mouth, meander, confluence, tributary, v shaped valley, waterfall, oxbow lake, flood plain* **Session 4: How do people use rivers** Know: People use rivers to clean clothes, farm and grow crops, hydropower, transporting goods, recreation/sport. Developing countries (Global South) use them for everyday life tasks – washing clothes, watering crops. Developed countries use rivers for recreation and renewable energy incentives such as hydro power. Research different ways people use rivers around the world – discuss the affluence of a place and how that affects how the river is used. *Vocab: hydroelectric power, recreation, crops, transportation* **Session 5: How do people change rivers?** Know: Positives/Negatives - Dams provide hydroelectric power – lots of clean energy produced, reduces greenhouse gases. Governments introduce new initiatives. People lost their homes, historic sites flooded, damaging to wildlife, increased risk of landslides. Read The Gorges Dam case study – use this information to debate advantages and disadvantages. **Session 6: How do people change rivers?** **Know:** Factories release poisonous gases causing acid rain, they dump waste on flood plains which is picked up by rivers, fertilisers used for

	Session 6: How are grid references useful? Know: Grid references are used to mark an area on a map referring to horizontal and vertical lines. Move along the corridor to find the 2 figures then up the stairs. Where the lines on the grid cross is the grid of interest. Use a map of Malham's human and physical features to create four figure grid references of different locations. (digimaps OS map) *Vocab: ordnance survey, grid references, location, Gordale Scar, Janet's Foss, Malham Cove, YHA Youth Hostel* **Session 7: How are these places similar?** Watch the clip of Janet's Foss and the walk through the woodland. Take the children on a senses walk to the NC Area to take photographs, record smells and make a Memory Maker of their journey. Is our area as colourful/green as Malham? **Residential to Malham (Stream study / fieldwork)**	farming are washed into rivers. These all have a damaging effect on the river's wildlife and environment. Complete the questions to explain their understanding. *Vocab: positive, negative, hydroelectric, clean energy, greenhouse gases, flooding, acid rain, poisonous gases, fertilisers* **Session 7: How does flooding affect communities** Know: Flooding is caused when the river channel becomes too full and it bursts its bank. People's possessions are ruined. Roads are unusable. Disease spreads. People and livestock can die. Complete Living with the risk of flooding activities. **Session 8: Assessment: River study**

Autumn Term	Spring Term	Summer Term
Natural Disasters – Volcanoes & Earthquakes		**Trade**
Session 1: What lies beneath the surface of the Earth? The Earth is made up of layers. The three main layers are – core, mantle, crust. Core - hottest part of the Earth. Mantle - Layer of solid, hot rock that can move and flow. Crust – The rigid outer shell Structure of the Earth - explain how knowing the structure of the Earth helps volcanologists understand more about volcanoes. *Vocabulary: volcano, tectonic, plates, core, mantle, crust, volcanologist* **Session 2: What happens when the Earth's plates meet?** The Earth's crust is made up of plates. Plates are huge pieces of rock and they can move. This movement is caused by currents in the mantle beneath. There are three main types of tectonic plate boundary, depending on whether plates are pushing towards, pulling apart or sliding past one another. Earthquakes and/or volcanoes may occur at these boundaries. This can be on land or in the ocean. Identify plate names and the plate we live on – Eurasian Plate. Locate where earthquake and volcanic activity is most common, naming continents. Draw diagrams to show their understanding. *Vocabulary: tectonic plate, boundaries, earthquake, Eurasian Plate* **Session 3: What happens inside a volcano?** A volcano is a type of mountain formed by the eruption of molten lava from underground. Constructive plate boundaries are where tectonic plates are moving apart, and magma here can gradually rise and form new crust, usually without any violent eruptions. Destructive plate boundaries are where tectonic plate boundaries are colliding or pushing against each other. The intense pressure involved can create new magma which then rises to the surface through volcanic vents in explosive eruptions. When magma erupts from a volcano it is called lava. Structure of a volcano. A volcano can be active, dormant or extinct. Sequence the events of an eruption. *Vocabulary: Earth's crust, central vent, side vent, ash cloud, lava, eruption, layers, magma chamber, crater, active, dormant, extinct, constructive, destructive, tectonic plates* **Session 4: What can I find out about real volcanoes?** The Pacific Ring of Fire is an arc around the Pacific Ocean where many volcanoes are formed and most of the Earth's earthquakes happen. The UK's closest volcanic neighbour is Iceland. Locate world volcanoes on a map – Etna, Vesuvius, St Helens, Mount Fuji, Krakatoa, Eyjafjallajökull Mauna Loa, Popocatepetl. Which volcanoes are part of the ring of Fire and		**Session 1: Why do countries trade?** Know: Trade is the buying or selling of raw materials, products or services. Trade happens because the environment and skill set of people is different around the world. Different parts of the world produce different materials and goods – agricultural produce, raw materials (oil,bananas) and manufactured goods. Investigate the trading habits of a large country/continent eg, Brazil, Germany, Uk, China, Mexico, Russia. Use maps, factfiles and the online Oddizzi 'country close up' pages to research economy and decide if they trade raw materials, products or a service. Using the themes – Location, Climate, Geology and History discuss why each place has developed to trade its specific goods. *Vocab: trade, import, export, manufactured, minerals, raw, product, service* **Session 2: What do people trade?** Know: Countries can import and export. What will your country be able to sell to other places? What might your country need to buy from other countries? Create a presentation about your country with the class. **Session 3: Which countries are trade giants?** Know: The three largest exporters are China, Germany, USA. The three smallest exporters are Zimbabawe, Indonesia, Bangladesh Some of the biggest importers/exporters are the same country. Locate these on the world map and discuss any emerging patterns. Maths link – work out percentages/fractions/ balance of trade to compare a countries exports and import figures. *Vocab: balance of trade* **Session 4: How does a smartphone get to the high street?** Know: A supply chain is all the 'ingredients' needed from around the world to make a final product. Products travel thousands of miles and have high global footprints. Goods are often transported on container ships. Map out where all the components for a smartphone come from to the factory in Zhengzhou (China). Discuss how the final product then gets to us in the UK. Calculate using scales in an atlas if the smartphone could have travelled to the moon and back. *Vocab: Global supply chain, producer, container, transportation* **Session 5: Why can the global supply chain be vulnerable?** Know: Supply chains can be vulnerable for many reasons – natural disasters, wars/conflict, weather, rules and laws changing, reliance on one place. Action Station – create a plan to save the economy billions *Vocab: vulnerable*

which are elsewhere in the world? *Vocabulary: Pacific Ring of Fire, North America, Pacific ocean* **Session 5: How do volcanic eruptions affect people?** A volcanic eruption is a natural disaster. Natural disasters prove a threat to life. Poisonous gases, landslides, destruction of buildings, roads, schools and crops, breathing difficulties, Tsunamis. Make notes on the effects of the volcano. Write an eyewitness report on the effects of volcanoes. *Vocabulary: Pyroclastic flow, ash cloud, natural disaster* **Session 6: Would you live near a volcano?** Disadvantages: Mass destruction. Poisonous gases and hot ash travel quickly causing breathing difficulties and death. Food shortages and famine if crops are destroyed. Advantages: Ash makes the land fertile. Tourism Islands/new land created – Galapagos Islands formed by volcanoes – species. Energy – steam and geothermal. Geothermal energy isn't harmful to climate change. Brainstorm positives and negatives. Research Galapagos Islands, locate on a map. *Vocabulary: advantage, disadvantage, effects* **Session 7: Where are people at risk of earthquakes and how are they affected?** Earthquakes happen when two tectonic plates slip past each other. Shock waves of energy spread across the land and cause it to shake. Earthquakes can happen on land and at sea. A rapidly falling tide is an indication of a Tsunami. Research four major earthquake disasters – Indian ocean, Haiti, Japan ,Nepal. Complete short term/long term effects on people and land sheet. *Vocabulary: Tsunami, Richter scale, short term, long term, rubble* **Session 8: How can people prepare for an earthquake?** People who live in earthquake prone areas prepare for disaster. Hydration, shelter, food and communication are key for survival. Diamond 9 activity. Rank the survival kit items and discuss which are the most-least important. Pick 6 items to include in a survival kit, explaining your choice. What help might people need after an earthquake? *Vocabulary: survival, aid* **Session 9: Assessment – complete Venn diagram to sort key vocabulary linked to volcanoes and earthquakes. Answer questions to share knowledge.**		**Session 6: What is Fairtrade and why is it important?** Know: Fairtrade is a system that helps farmers and workers in poorer countries get a fair price for the things they grow or make — like bananas, chocolate, coffee, or cotton. It also makes sure they work in safe conditions, can support their families, and are treated fairly and respectfully. It is important because: Fair Pay for Hard Work Protecting Children Safer Working Conditions Supports Communities Protects the Environment **Session 7: Can I map out the supply chain for a product? (clothing or food product)** Growing ingredients, shipping, manufacture, packaging and transport, selling the product. The money you spend helps pay everyone in the supply chain. *Vocab: Raw material, Manufacturing, Import/Export, global supply chain, Fairtrade* **Session 8: Assessment**