Geography

Sequence of Learning Document

‘The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together...’

Barak Obama.

Golden Threads

Our Golden Threads are:

- Locational and place knowledge
- Human geography
- Physical geography
- Geographical skills and fieldwork.

Links to previous learning

Any knowledge from previous years that is relevant to that learning point is highlighted in red in the sequence of learning.

Prior Learning

EYFS	In EYFS, children work towards reaching the Early Learning Goals by the end of Reception: - 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. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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.

Golden Threads met in this unit:

- Locational and place knowledge X4

Year 1

Where are we in the world?

Year 1 – Where are we in the world? (Autumn 1)

Learning Point 1	**Locate a location in a country.** • Find Yorkshire on a **map.** • Find Barnsley on a map. • know that the town of Barnsley is close to the cities of Leeds and Sheffield, which is in England in the United Kingdom and the **continent** of **Europe.** • Locational and place knowledge
	Where is Barnsley?
Learning Point 2	**Identify countries and their capitals.** • Know where the four **countries** of the United Kingdom are. • Know what the Republic of Ireland is and that is it not part of the **United Kingdom**. • Identify and label the **capital cities** of the United Kingdom. • Identify and label the **seas** around the United Kingdom. • Locational and place knowledge
	What is the United Kingdom?
Learning Point 3	**Use world maps and atlases.** • Know what an **atlas** is. • Know the purpose of an atlas. • Use an atlas to find given locations. • Locational and place knowledge
	What is an atlas and how do I use it?

Year 1 – Where are we in the world? (Autumn 1)

Learning point 4	**Name and locate the seven continents and the five oceans.** • Find and label the seven **continents.** • Find and label the five **oceans.** • Identify and label: **North and South Poles**, and the **Equator**. • Locational and place knowledge
	What is the world made up of?

Year 1 – Where are we in the world? (Autumn 1)

Assessment	**Where are we in the world?**
	Label a world map showing the following: - Seven **Continents** - Five **Oceans** - UK (including Scotland, England, Wales, and Northern Ireland). - **Capital cities** within the UK.
Knowledge Retrieval	- Identify Yorkshire and Barnsley on a map. - Name/label the four **countries** of the **UK** (Scotland, England, Wales and Northern Ireland) - Seven **continents** are: Europe, Africa, Oceania, Antarctica, North America, South America, Asia. - Five **oceans** are: Arctic Ocean, Pacific Ocean, Southern Ocean, Atlantic Ocean, Indian Ocean. - An **atlas** is a collection of maps.
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x1
- Human geography x1
- Physical geography x3

Year 1

Coastlines

Year 1 – Coastlines (Summer 2)

Learning Point 1	**Understand physical and human geography.** • Know and label some physical features in photographs (including aerial photographs) – e.g. **beach, cliff, sea, ocean, coast, river.** • Know and label some human features in photographs (including aerial photographs) – e.g. **port and harbour**. • Organise aerial photographs into physical or human features. • Human Geography. • Physical Geography.
	What is the difference between Physical and Human Geography?
Learning Point 2	**Know what a coast and coastline is.** • Know that the closest sea to Barnsley is the North Sea. • Know that where the land meets the sea is called a **coast** and when seen on a map this can be called a **coastline**. • Know that an **urban area** on the coast is called a **harbour** and that this will be a place ships and boats can **dock**. • Know that on some places along the coast, lighthouses are a means to protect ships and boats from crashing into cliffs and rocks beneath the water near to the coast. • know that at the coast there can be steep drops where cliffs meet the sea or ocean and that there can be beaches where the land meets the sea or ocean. • Physical Geography. • Locational and Place knowledge.
	What is a coastline and what are the features?

Year 1 – Coastlines (Summer 2)

Learning Point 3	**Know what a beach is.** • Know that there are sandy beaches and pebble beaches, which depends on the strength of the waves in an area. • Know that the sand and pebbles on a beach have been created by the water hitting land and eroding it. • Physical Geography.
	What are the two types of beach?

Year 1 – Coastlines (Summer 2)

Assessment	**What does it look like at the seaside?**
	Draw and label a coastline.
Knowledge Retrieval	- Label a photograph with the features of a coast e.g. beach, cliff, sea, ocean, coast, river. - Closest sea to Barnsley is the North Sea. - Lighthouses are a means to protect ships and boats from crashing into cliffs and rocks beneath the water near to the coast. - Sandy beaches and pebble beaches, which depends on the strength of the waves in an area.
	Please use the above information for your knowledge retrieval tasks.

End of Year 1 Expectations

World and UK maps:

- Name and locate the seven continents (Asia, South America, North America, Antarctica, Europe, Africa and Oceania) on a world map.
- Name and locate the five oceans (Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean) on a world map.
- Name and locate the four countries within the United Kingdom (England, Scotland, Wales, Northern Ireland).
- Name the capital cities of the four countries within the United Kingdom (London, Belfast, Cardiff, Edinburgh).

Human and physical geography:

- Identify the following features in photos and drawings,
  → key physical features, including: beach, cliff, coast and river.
  → key human features, including: port and harbour

Geographical skills:

- Know that an atlas contains maps and helps us find out about the world around us.
- Use an atlas to identify the UK.

Golden Threads met in this unit:

- Locational and place knowledge x1
- Physical geography x1

Year 2

London

Year 2 – London (Autumn 1)

Learning Point 1	**Know the physical and human features of London.** • Locate London on a world map. • Identify key landmarks within London using photographs e.g. Big Ben, London Eye, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace, Canary Wharf and label them as human geography features. • Label physical features of London such as the River Thames. • Physical geography. • Human geography. • Locational and place geography. • **Feeds into Great Fire of London (History).**
	What is in London?

Golden Threads met in this unit:

- Locational and place knowledge x4
- Human geography x1
- Physical geography x2

Year 2

Jamaica and the United Kingdom

Year 2 – Jamaica and the United Kingdom (Spring 2)

Learning Point 1	**Know and locate countries on a map.** • Locate **Jamaica** and the **United Kingdom** on a World Map. • Locate towns and cities within these countries (Barnsley, UK and Kingston, Jamaica). • Locational and place knowledge. • Links to Year 1 know where the United Kingdom is on a world map. • Links to Year 1 know where Barnsley is on a world map.
	Where is Barnsley and Kingston on a world map?
Learning Point 2	**Compare the physical geographical features of two locations.** • Know and label the physical features, including: **forest, hill, mountain, soil, valley, vegetation**. • Compare the physical features of Barnsley and Kingston. • Physical Geography. • Locational and place knowledge.
	What are the similarities and difference between the physical features in Barnsley and Kingston.

Year 2 – Jamaica and the United Kingdom (Spring 2)

Learning Point 3	**Compare the physical geographical features of two locations.** • Know the physical features, including: **seasons** and **weather**. • Compare the weather and **climate** in Barnsley and Kingston. • Physical Geography. • Locational and place knowledge. • Links to Year 1 know the four seasons.
	What are the similarities and difference between the human features in Barnsley and Kingston.
Learning Point 4	**Compare the human geographical features of two locations.** • Know the human features, including: **city, town, village, factory, farm, house, office and shop**. • Compare the human features in Barnsley (town) and Kingston (City). • Human Geography. • Locational and place knowledge. • Links to Year 1 knowledge about Barnsley
	What are the similarities and difference between the human features in Barnsley and Kingston.

Year 2 – Jamaica and the United Kingdom (Spring 2)

Assessment

What is the difference between the human and physical features in Barnsley and Kingston?

Complete a comparison table showing the human and physical features of Barnsley and Kingston.

	Barnsley	Kingston
Physical Features		
Human Features		

Knowledge Retrieval

- Locate Jamaica and UK on a world map.
- Weather in Kingston is tropical climate (warm with wet and dry seasons); weather in Barnsley is warm, dry summers and cool, wet winters.
- Explain what the following are: forest, hill, mountain, soil and vegetation.

Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Human geography x3
- Physical geography x3
- Geographical skills and fieldwork x3

Year 2

Our School and Local Environment

Year 2 – Our school and local environment (Summer 2)

Learning Point 1	**Understand what a compass is and the purpose of it.** • Know what a **compass** is. • Know why compasses are used. • Know what the compass directions are. • Geographical skills and fieldwork.
	What are the points on a compass?
Learning Point 2	**Use aerial photographs and maps to identify features of our local area.** • Identify and label the physical features of the local **environment**. • Identify and label the human features of the local environment. • Use directional language to describe these locations. • Physical Geography. • Human Geography. • Links to Year 1 know the physical and human features of Barnsley.
	What is in Barnsley?

Year 2 – Our school and local environment (Summer 2)

Learning Point 3	**Use simple fieldwork and observational skills.** • Identify key human and physical features of our school grounds. • Use aerial photographs and plan perspectives to recognise landmarks. • Geographical skills and fieldwork. • Physical Geography. • Human Geography.
	What can I find around my school?
Learning Point 3	**Devise a simple map; and use and construct basic symbols in a key.** • Use symbols on a map to identify physical and human features in my local area. • Construct basic symbols in a key. • Geographical skills and fieldwork. • Physical Geography. • Human Geography.
	I can create a map of my school grounds.

Year 2 – Our school and local environment (Summer 2)

Assessment	**Create an orienteering activity.**
	Create a map of the school grounds with an orienteering activity to complete. Swap with another group/child to carry this out.
Knowledge Retrieval	- A compass is a device that shows the directions used for navigation. - Give an image of the school grounds to identify physical features. - Name symbols used on maps.
	Please use the above information for your knowledge retrieval tasks.

End of Year 2 Expectations

World and UK maps:

- Locate the United Kingdom on a world map.
- Locate Jamaica on a world map.
- Locate towns and cities on a map (Kingston, Jamaica and Barnsley, England).

Human and physical geography:

- Identify the following features in photos and drawings,
  → key physical features, including: forest, hill, mountain, soil, valley, vegetation, seasons and weather.
  → key human features, including: city, town, village, factory, farm, house, office, and shop.

Geographical skills:

- Use an atlas to identify the United Kingdom and Jamaica.
- Know what a compass is and the purpose of it.
- Know and use simple compass directions.
- Use aerial photographs to identify features.
- Devise simple maps and use symbols in a key.

Golden Threads met in this unit:

- Locational and place knowledge x7
- Human geography x3
- Physical geography x4

Year 3

Rivers

Year 3 – Rivers (Autumn 1)

Learning Point 1	**Explore continents, countries and oceans.** • Know and locate seven **continents** and five **oceans** on a world map, globe and in an atlas. • Locate the following countries/location on a world map, globe and in an atlas: the UK, Jamaica, North and South Pole, Equator. • Locate Burundi and Rwanda on a map. • Locational and place knowledge.
	What is the world made up of?
Learning Point 2	**Explore what the United Kingdom is and where it is located.** • Know that the UK is in the **Northern Hemisphere**. • Know that the UK is above the **equator**. • Know that the UK is in the **continent** of Europe. • Know that the UK is found in northern Europe. • Know that the UK is made up of 4 **countries** – England, Ireland, Scotland and Wales. • Name the **capital cities** of the UK and label them on a map. • Know that London is located on the **River Thames.** • Know that all other UK capital cities are located on the **coast.** • Name and locate the oceans and seas surrounding the UK. • Locational and place knowledge. • Links to Year 1 – Where are we in the world?
	What is the United Kingdom?

Year 3 – Rivers (Autumn 1)

Learning Point 3

Explore the features of a river

- Identify and label structure of a river using the following vocabulary.

Vocabulary	
Riverbank	Land along the edge of a river
Riverbed	The bottom of the river, usually made of mud, sand or rocks
Source	The original starting point from which the river flows
Spring	Water that flows up from under the ground and forms a small stream or pool
Waterfall	A place where water flows over an edge and falls into a pool below
Meander	A winding curve or bend in a river
Rapids	Sections of a river where the water moves very fast, often over rocks.
Estuary	The wide part of a river where it joins the sea. The water is a mixture of freshwater and salt water. Water that is a mixture of saltwater and freshwater is called brackish
Delta	An area of low, flat land shaped like a triangle where a river splits and spreads out into several branches before entering the sea
Floodplain	A flat area on the edge of a river where the ground is made from the soil, sand and rock left by the river when it floods
Mouth	The place where it flows into the sea. It is the end of the river.

- Physical Geography.

What is the structure of a river?

Year 3 – Rivers (Autumn 1)

Learning Point 4	**Explain why people settled near rivers.** • Know that a **settlement** is a place where a community has been established. • Know that historically, people settled near rivers because they provided necessary water for drinking and growing crops, as well as providing transport and powering machines. • Human Geography. • Locational and place knowledge.
	Why did people settle near rivers?
Learning Point 5	**Name and label cities and rivers of the UK.** • Link this to the location of the UK's **capital cities** – they are all near the **mouth** of a river. • Name the following cities that are located on rivers and locate them on a map of the UK: Southampton (Test), Bristol (Severn), Liverpool (Mersey), Inverness (Ness), Londonderry (Foyle). • Human Geography. • Locational and place knowledge.
	Where are some coastal river settlements in the United Kingdom?

Year 3 – Rivers (Autumn 1)

Learning Point 6	**Explain the significance of the Amazon river.** • Know that the **Amazon River** is in South America and has the largest volume of water in the world flowing out of it. Locate a map of South America and the Amazon River in an atlas. • Know that the Amazon flows from Peru through Brazil (including the Amazon rainforest) to the Atlantic Ocean. • Know that its **estuary** is the widest in the world and observe it on aerial photographs and the corresponding maps. • Physical Geography. • Locational and place knowledge.
	Where is the Amazon river and why is it significant?
Learning Point 7	**Explain the significance of the river Nile.** • Find a map of **Africa** in an atlas and locate the **River Nile**. • Locate Burundi, Rwanda and Egypt on a world map and in an atlas and know that these countries are in the **continent** of Africa. • Know that the River Nile is the longest river in the world. • Know that the source of the River Nile is in Burundi, its mouth is in Egypt and it flows into the Mediterranean Sea. • Identify the River Nile, including its **delta and floodplains**, on maps and aerial photographs. • Plot the River Nile on a map of Africa • Physical Geography. • Locational and place knowledge. • Links to Year 3 History later in the year (Ancient Egyptians) • Links to Year 5 Ancient Greece
	Why is the Nile so significant?

Year 3 – Rivers (Autumn 1)

Learning Point 8	**Compare and contrast two rivers.** • Compare the **River Dearne** with the **River Nile** (including by comparing maps and aerial photographs) • Compare the physical features. • Compare the human uses. • Physical Geography. • Human Geography. • Locational and place knowledge.
	What comparisons can be made between the Nile and the Dearne?

Year 3 – Rivers (Autumn 1)

Assessment	**Quiz**
Knowledge Retrieval	- Locate seven **continents** and five **oceans** on a world map. - Locate the countries of the UK and their **capitals** (London, Cardiff, Edinburgh and Belfast). • Locate the following **countries** on a world map, globe and in an atlas: the UK, Jamaica, North and South Pole, along with the **equator**. • The UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. • The **River Thames** is the second longest river in the UK – the longest is the **River Severn**, which flows from England into Wales. • The River Dearne is the main river that flows through Barnsley • Vocabulary: continent, country, capital city, island, ocean, sea, river, coast, cliff, beach, mountain, valley, hill, port, harbour, physical and human features.
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x2
- Human geography x1
- Physical geography x2

Year 3

Egypt

Year 3 – Egypt (Spring 2)

Learning Point 1	**Facts about Egypt.** • Locate Egypt on a world map and label the key locations (**capital city** and the **seas**). • Label key locations around **Egypt**. • Know that Egypt has **coasts** on both the Red Sea and the Mediterranean Sea, and that it shares borders with Libya, Sudan and Israel. • Locational and place knowledge.
	What do I know about Egypt?
Learning Point 2	**Describe the features of a specific biome.** • Know that Egypt is a very dry **country**, and the majority of its **vegetation** grows along the **River Nile** and its **floodplain**, due to the fact that plants need water to survive. • Locate the **Sahara desert** on a map of Africa and know that it is the largest hot desert in the world. It covers large parts of many countries in northern Africa. • Know that in the past, Egypt had a cooler, wetter **climate** and so there used to be more animals that are now more commonly found in East Africa, such as giraffes, hippopotamuses, crocodiles, ostriches, elephants and rhinoceroses. Now, common mammals are gazelle, Barbary sheep and desert foxes. Birds include birds of prey such as vultures, eagles and owls, and other large birds such as storks, flamingos, herons and pelicans. • Know that in the desert, plants have small, leathery leaves, long roots, and prickles or thorns, in order to save water and deter herbivores. • Physical Geography. • Locational and place knowledge. • Links to Year 3 Ancient Egypt (History) that this unit feeds into.
	What are the features of the Sahara Desert?

Year 3 – Egypt (Spring 2)

Learning Point 3	**Explain the impact climate has on where people live.** • Know that a desert is a large area of land that gets very little rain each year. Egypt's **climate** is known as a hot desert climate – it is hot and dry in summer, and warm with little rain in winter. • Know that the Nile is a source of water for transport. • Know how some animals/humans adapt to live in this **environment.** • Physical Geography. • Human Geography. • Feeds into Ancient Egypt (History) after this unit
	Why do 95% of Egypt's population live near the River Nile?

End of Year 3 Expectations

World and UK maps:

- Name and locate the seven continents (Asia, South America, North America, Antarctica, Europe, Africa and Oceania) on a world map.
- Name a locate the five oceans (Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean) on a world map.
- Locate countries such as Burundi, Rwanda and Egypt on a world map.
- Know the location of the United Kingdom (Northern Europe, Northern hemisphere).
- Locate the following on a world map: equator, northern and southern hemisphere, north and south pole).
- Name and locate the seas that surround the United Kingdom (English Channel, North Sea, Irish Sea,).
- Locate the following cities that sit on a river on a UK map: Southampton (Test), Bristol (Severn), Liverpool (Mersey), Inverness (Ness) and Londonderry (Foyle).
- Locate the Amazon River and the River Nile on a map.

Human and physical geography:

- Describe and understand key aspects of:
  → key physical features, including: rivers, biomes.
  → key human features, including: types of settlement,

Geographical skills:

- Use an atlas to identify countries around the world.

Golden Threads met in this unit:

- Locational and place knowledge x5
- Human geography x2
- Physical geography x2
- Geographical skills and fieldwork x1

Year 4

Northern Europe and the Antarctic and Arctic Circle

Year 4 – Northern Europe and the Antarctic and Arctic Circle. (Autumn 2)

Learning Point 1	**Use the eight points of a compass to build on knowledge of the United Kingdom and the wider world.** • Know the 8 points of a **compass** - North, North East, East, South East, South, South West, West, North West. • Describe the location of **countries** studied in relation to each other using the 8 compass points. • Describe the location of countries studied within their continents using the 8 compass points. • Geographical skills and fieldwork. • Locational and place knowledge. • Links to compass work around our school in Year 2
	What are the 8 points of a compass?
Learning Point 2	**Identify the position and significance of the Arctic Circle.** • Know that the **Arctic Circle** is at the northern point of the earth. • Know that the **North Pole** is the most northern point and it is in the Arctic Circle. • Know that the Arctic Circle is in the **Northern Hemisphere**. • Know that two **continents** are within the Arctic Circle: Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland and North America - USA, Canada and Greenland. • Locational and place knowledge. • Links to continent work in previous year groups.
	Where is the Arctic Circle?

Year 4 – Northern Europe and the Antarctic and Arctic Circle. (Autumn 2)

Learning Point 3	**Identify the position and significance of the Arctic Circle and how animals and humans are adapted to living there.** • Know the affect of **climate change** on the **Arctic Circle**. • Know what impact climate change has on animals that live there. • Know how animals (such as penguins) and humans are **adapted** to live in the **polar climate**. • Physical Geography. • Human Geography. • Locational and place knowledge.
	How are animals and humans adapted to living in the Arctic Circle?
Learning Point 4	**Identify the position and significance of the Antarctic Circle.** • Know that the **Antarctic Circle** is at the southern point of the earth. • Know that the **South Pole** is the most southern point and it is in the Antarctic Circle. • Know that the Antarctic Circle is in the **Southern Hemisphere**. • Know that Antarctica is a **continent** inside the Antarctic Circle. • Know that Antarctica is in the **Southern Ocean.** • Understand that no humans live permanently in Antarctica, but some people live there for part of the year to study it. • Locational and place knowledge.
	Where is the Antarctic Circle?

Year 4 – Northern Europe and the Antarctic and Arctic Circle. (Autumn 2)

Learning Point 5	**Identify the position and significance of the Antarctic Circle and how animals are adapted to living there.** • Know the affect of **climate change** on the **Antarctic Circle**. • Know what impact climate change has on animals that live there. • Know how animals (such as the polar bear) are adapted to live in the polar climate. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to work on desert biome in Year 3.
	How are animals adapted to living in the Antarctic Circle?

Year 4 – Northern Europe and the Antarctic and Arctic Circle. (Autumn 2)

Assessment	**What are the similarities and difference between the Arctic and Antarctic Circle?**
	- Create a double page spread to compare the similarities (climate, weather) and differences (living things e.g. animals and humans). One page to focus on the Arctic Circle, and the second to be focus on the Antarctic Circle. Include the following: → location (identify on a map). → climate / weather → Animals that live there and their adaptations → do humans live there? Why/why not?
Knowledge Retrieval	- The 8 points on a **compass** are: North, North East, East, South East, South, South West, West, North West (label an image with these directions on them). - The **Arctic Circle** is the **North Pole**, and **Antarctic Circle** is the **South Pole**. - **Continents** and **countries** found in the Arctic Circle: Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland and North America - USA, Canada and Greenland. - Both have a polar climate. - Penguins live in the Arctic Circle, whereas Polar Bears live in the Antarctic Circle.
	Please use the above information for your knowledge retrieval tasks.

End of Year 4 Expectations

World and UK maps:

- Identify the position and significance of the Arctic and Antarctic Circle.
- Know and locate the two continents that are located within the Arctic Circle (Europe and North America).
- Know and locate countries within the Arctic Circle: Russia, Iceland, Denmark, Norway, Sweden, Finland, Canada and Greenland.

Human and physical geography:

- Describe and understand key aspects of:
  → key physical features, including: biomes, climate change
  → key human features, including: human impact on climate change.

Geographical skills:

- Know and use the eight points of a compass.

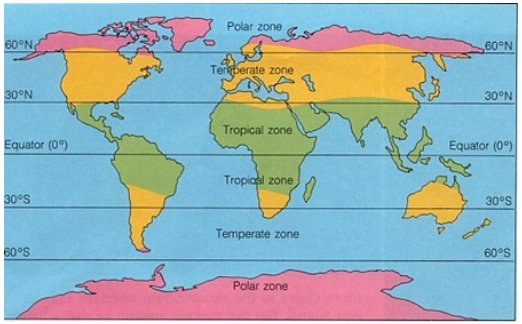
Golden Threads met in this unit:

- Locational and place knowledge x2
- Physical geography x1

Year 5

Earth

Year 5 – Earth (Autumn 1)

Learning Point 1	**Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian** • Know what lines of **longitude** (top of the Earth to the bottom) and **latitude** (run from east to west) are. • Identify and locate the **equator** and **tropic of cancer/Capricorn**. • Identify and locate the **Prime Meridian** (Greenwich Meridian). • Locational and place knowledge. • Links to continents work in previous year and equator recognition in Year 1.
	What are lines of latitude and longitude?
Learning Point 2	**Describe and understand key aspects of physical geography, including climate zones.** • Know and identify that the Earth is divided into three **climate zones** → Polar, temperate and tropical. • Know the **climate** within each zone. • Physical Geography. • Locational and place knowledge. • Links to desert biome work in Year 3. 
	What are the three climate zones and how are they different?

Year 5 – Earth (Autumn 1)

Learning Point 3	**Describe and understand key aspects of physical geography, including time zones.** • Know that lines of **longitude (meridians)** split the world into **time zones**. • Know that the Prime Meridian runs through **Greenwich** (GMT = Greenwich Mean Time). • Know that GMT = Greenwich Mean Time. • Know that as you cross one meridian, you are one hour ahead (east) or behind (west) of GMT. • Physical Geography. • Locational and place knowledge. • Links to continents work in previous year and equator recognition in Year 1.
	Why are time zones significant? (assessment question).

Year 5 – Earth (Autumn 1)

Assessment	**Why are time zones significant?**
	- Create an information page to including the following: → Lines of longitude and latitude. → What time zones are. → Why are they significant. - Have a diagram of time zones to aid their explanations.
Knowledge Retrieval	- Lines of **longitude** run from the top of the Earth to the bottom and lines of **latitude** run from east to west. - Locate the following lines of latitude on a map: **equator, tropic of cancer, tropic of Capricorn**. - The three **climate zones** are: polar, temperate and tropical. - **Time zones** were introduced to help travellers.
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x2
- Human geography x1
- Physical geography x1

Year 5

Greece

Year 5 – Greece (Autumn 2)

Learning Point 1	**Locate countries and cities on a world map.** • Know that **Greece** is located within **Europe**. • Locate Greece on a world map. • Use an **Atlas** to identify key **cities** within Greece, such as **Athens**. • Locational and place knowledge. • Links to Atlas work in previous year groups.
	Where is Greece located and what are the major cities?
Learning Point 2	**Compare the climate and resources between two countries.** • Know that **climate** is the general weather conditions for a specific area. • Know what the main **exports** of Greece (olive oil, fish) and UK are and where to. • Know what the climate is like in Athens / London. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to climate in biomes in Year 3 and Year 4.
	How does the climate in Greece differ to the United Kingdom?

Year 5 – Greece (Autumn 2)

Assessment	**How is Greece's climate different to ours?**
	- Use graphs showing: average hours of sunlight; average precipitation; average temperature for both London and Athens. - Use the graphs to compare climates in Athens and London, using data from them to support their ideas.
Knowledge Retrieval	- Greece is located in Europe. - **Capital city** of Greece is Athens. - Main **exports** = fish (as it has a long coastline) and olive oil (due to mass amount of olive trees).
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x4
- Human geography x1
- Physical geography x5

Year 5

Biomes and Natural Resources

Year 5 – Biomes and distribution of Natural Resources (Spring 1)

Learning Point 1	**Describe and understand key aspects of physical geography (The water cycle).** • Know what the **water cycle** is. • Know the importance of the water cycle. • Label the part of a water cycle on a diagram. • Understand the impact humans have on the water cycle. • Physical Geography. • Human Geography. • Links to River systems in Year 3.
	Why is the water cycle important?
Learning Point 2	**Describe and understand key aspects of physical geography, including biomes and vegetation belts.** • Know that **tropical rainforests** lie near the **Equator.** • Know that the location of **Amazon rainforest** is in South America. Know that rainforests also exist in Africa and Asia following the equator. • Know the features of the layers of rainforest – **emergent, canopy, understory, forest floor** • Know that **climate** refers to 'the weather conditions in an area over a long period of time.' • Know about the climate of a tropical rainforest. • Know what animals are adapted to live in the rainforest. • Physical Geography. • Locational and place knowledge. • Links to biome work in Year 4 and Year 5.
	What is a rainforest?

Year 5 – Biomes and distribution of Natural Resources (Spring 1)

Learning Point 3	**Describe and understand key aspects of physical geography, including biomes and vegetation belts.** • Understand the term '**deforestation**' as 'the action of clearing a large area of trees'. • Understand that forests are cut down to be sold as fuel and also to clear land for industry and pasture. • Understand the impact of deforestation including loss of habitat, climate change, impact on **water cycle, soil erosion** and destruction of the homelands of indigenous people. • Physical Geography. • Locational and place knowledge. • Links to Amazon rainforest coverage in Year 3 rivers unit.
	What impact does deforestation have on the environment?

Year 5 – Biomes and distribution of Natural Resources (Spring 1)

Learning Point 4	**Describe and understand key aspects of physical geography, including biomes and vegetation belts.** <u>Antarctica Biome</u> - Year 4 link → recap Year 4 Arctic and Antarctic unit. <u>Tundra.</u> - Know that the tundra **biome** is found in extreme northern regions. - Know that this biome has cold, dry conditions. - Know that the main plants include mosses, lichens, and short grasses. - Know that arctic foxes, reindeer, and migrating birds are some common tundra animals. <u>Taiga</u> - Know that the taiga is a conifer forest biome. - Know that it lies just south of the tundra biome. - Know that taiga has long, cold winters and short, mild summers and that it gets more rain than the tundra does, so it can support conifers. - Know that conifers are trees with needles, such as spruces and firs. - Know that lynx, grey wolves, moose, and beavers live in this biome. • Physical Geography. • Locational and place knowledge. • Links to biome work in Year 3 and Year 4.
	How are biomes different?

Year 5 – Biomes and distribution of Natural Resources (Spring 1)

Learning Point 5

Describe and understand key aspects of physical geography, including biomes and vegetation belts.

Deciduous Forests.

- Know that deciduous forests are found mainly in the **Northern Hemisphere**.
- Know that this biome has cold winters and warm summers.
- Know that the trees are deciduous, meaning that they shed their leaves in the fall.
- Know that deer, bears, bobcats, and squirrels are common to this biome.

Grassland.

- Know that grassland biomes are places that get enough rain for grasses to grow but not enough to support forests.
- Know that **temperate** grasslands have hot summers and cold winters.
- Know that tropical grasslands, also known as savannahs, are hot all year long.
- Know that prairie dogs and mule deer live in the temperate grasslands of North America.
- Know that giraffes, zebras, and lions live in the tropical grasslands of Africa.

Deserts.

- Know that deserts are very hot and the driest biome.
- Know that the largest desert, the Sahara, is in northern Africa.
- Know that deserts receive less than 10 inches (25 centimetres) of rain each year.
- Know that they do not have much plant life or many animals.
- Know that cacti and creosote bushes are two types of plant that can survive the dry conditions.
- Know that rattlesnakes, lizards, roadrunners, and owls are some of the animals of this biome.

- Physical Geography.
- Locational and place knowledge.

- Links to desert work in Year 3.
- Links to biome work in Year 4.
- Links to climate zone work in Year 5.

How are biomes different?

Year 5 – Biomes and distribution of Natural Resources (Spring 1)

Assessment	**What is the importance of biomes?**
	Complete an information text about the different biomes. Include the following: - climate / weather - Animals What impact doe humans have on biomes? → deforestation.
Knowledge Retrieval	- The **water cycle** is the continuous movement of water on, above and below the surface of the Earth. - Rainforests lie near the equator and have a hot and humid **climate.** - **Deforestation** is the action of clearing large areas of trees. - Impacts of deforestation = loss of habitats, **climate change**, impact on the water cycle, **soil erosion**, destruction of homelands. - Six major **biomes** are: Antarctic, Tundra, Taiga, Deciduous forests, Grassland, Desert.
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x4
- Human geography x2
- Physical geography x4

Year 5

Mountains, Volcanoes and Earthquakes

Year 5 – Mountains, volcanoes and earthquakes (Spring 2)

Learning Point 1	**Describe and understand key aspect of physical geography: mountains.** • Know that a **mountain** is a landform that rises prominently above its surroundings. • Know and label the features of a mountain. • Know that there are different types of mountain: **fold mountains, fault-block mountains, volcanic mountains, dome mountains and plateau mountains**. • Know and locate that the Himalayas (biggest range on Earth); the Alps (largest in Europe), the Rocky Mountains (North America) and the Andes (South America). • Know that Mount Everest is the tallest mountain on Earth at 8848m. • Know and locate that the **Seven Summits** are the highest mountains in each of the seven continents → Mount Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Mount Elbrus (Europe), Mount Vinson (Antarctica), Puncak Jaya (Australasia). • Physical Geography. • Locational and place knowledge. • Links to Year 3 Science tectonic plates and structure of the Earth.
	What are the different types of mountains?

Year 5 – Mountains, volcanoes and earthquakes (Spring 2)

Learning Point 2	**Describe and understand key aspect of physical geography: earthquakes.** • Know what **tectonic plates** are. • Know that earthquakes occur when two tectonic plates rub against each other and cause friction → this occurs along **plate boundaries.** • Know that the centre of an earthquake is called the **epicentre.** • Know that the strength of an earthquake is measured on the **Magnitude Scale** from 0- 10 with 10 being the strongest. • Know that the **The Richter Scale** was used in the past. • Physical Geography. • Human geography. • Locational and place knowledge. • Links to Year 3 Science tectonic plates and structure of the Earth.
	What is an earthquake and how do they occur?

Year 5 – Mountains, volcanoes and earthquakes (Spring 2)

Learning Point 3	**Describe and understand key aspect of physical geography: volcanoes** • Know that **volcanoes** form when **magma** reaches the Earth's surface, causing **eruptions** of **lava** and **ash.** • Know that magma is liquid rock inside a volcano, which is called lava when it flows out of the volcano. • Know that magma rises through cracks or weaknesses in the Earth's crust. Pressure builds up inside the Earth. When this pressure is released magma explodes to the surface causing a volcanic eruption. This often happens along the **fault lines** between tectonic plates, so volcanoes are usually located along the edges of plates. • Know that as lava cools it forms solid rock. • Over time, after several eruptions, the rock builds up and a **mountain** forms. • Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'. • Know that volcanoes can be described in terms of activity and can be: **Active, Dormant or Extinct**. • Physical Geography. • Locational and place knowledge. • Links to Year 3 Rocks unit • Links to Year 3 Romans.
	What is a volcano and how are they formed?

Year 5 – Mountains, volcanoes and earthquakes (Spring 2)

Learning Point 5	**Describe and understand key aspect of physical geography: volcanoes.** • Know the structure of a **volcano** including **magma chamber, main vent, secondary vent, secondary cone, crater**. • Label a diagram of a volcano. • Know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean). • There are two main types of volcano: **shield volcanoes and stratovolcanoes**. Shield volcanoes usually occur along divergent plate boundaries, have thicker lava and shallower slopes, as the lava oozes out rather than there being a violent eruption. Stratovolcanoes occur in subduction zones, have runnier lava and steeper slopes, and usually erupt violently. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to Year 3 Rocks unit
	What are the two types of volcanoes and what is the difference?

Year 5 – Mountains, volcanoes and earthquakes (Spring 2)

Assessment	**How are mountains and volcanoes formed?**
	Create a double page spread. Draw and label diagrams to help with explanations. Include the following: - What tectonic plates are. - How earthquakes occur. - Types of mountains and how they're formed. - Structure of a volcano. - Types of volcanoes and how they're formed. - Impacts of a volcanic eruption.
Knowledge Retrieval	- Features of a **mountain** include: **summit, face, snow line, ridge, slope, tree line, base, plateau**. - Types of mountains include: **fold, fault-block, volcanic, dome and plateau**. - **Tectonic plates** are different parts of the earth's crust. - **Earthquakes** occur on plate boundaries (were two tectonic plates meet). - **Volcanoes** can be described to be: **active, dormant or extinct**. - Parts of a volcano: **magma chamber, main vent, secondary vent, secondary cone, crater**. - Two volcano types: **shield volcano and stratovolcano**.
	Please use the above information for your knowledge retrieval tasks.

Golden Threads met in this unit:

- Locational and place knowledge x3
- Human geography x2
- Physical geography x2
- Geographical skills and fieldwork x1

Year 5

Local study, maps and land use

Year 5 – Local study, maps and land use. (Summer 1)

Learning Point 1	**Describe and understand key aspects of human geography, including types of settlement and land use.** • Know the terms **urban** and **rural** with regards to human and physical features and understand that Royston is urban and Cawthorne is rural. • Know that there are different types of **settlement** – cities, towns and villages – and the differences between them. • Know that Barnsley is a **town** and Royston is a **village** in the suburb of Barnsley. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to Year 1 knowledge about Barnsley and Year 2 work on Barnsley
	What is the difference between urban and rural settlements?
Learning Point 2	**Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graph.** • Trip to Rabbit Ings / Gawber/Redbook? • Focus on physical features left by Mining in the local area. • Google maps / historic maps to look at these features in the local area. • Geographical skills and fieldwork. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to Year 5 Mining (history)
	What impact has mining had on the local landscape?

Year 5 – Local study, maps and land use. (Summer 1)

Learning Point 3	**Use four and six grid references to build on knowledge of our local area.** • Understand what 4 and 6 figure **grid references** are and use them to locate places on maps. • Use locations from learning point 2 to locate these on a map using 4 / 6 figure grid references. • Geographical skills and fieldwork. • Locational and place knowledge. • Links to compass work in Year 2.
	Where were coal mines located in Royston and Cawthorne?

Year 5 – Local study, maps and land use. (Summer 1)

Assessment	**Would you rather live in an urban or rural area?**
	Short essay stating their preference and explaining why. Paragraph 1: What is an urban area? Give examples. Paragraph 2: What is a rural area? Give examples. Paragraph 3: Which do you prefer and why?
Knowledge Retrieval	- **Urban** area = areas where many people live and work, resulting in very dense development. - **Rural** area = areas in the country which are less densely populated. - The importance of grid references is to locate a particular square on a map.
	Please use the above information for your knowledge retrieval tasks.

End of Year 5 Expectations

World and UK maps:

- Identify the position and significance of: latitude, longitude, equator, the tropics of cancer and Capricorn, and the prime meridian/Greenwich meridian, time zones.
- Locate Greece on a world map.
- Locate some cities within Greece on a map.
- Locate Barnsley on a map.

Human and physical geography:

- Describe and understand key aspects of:
  → key physical features, including: biomes and vegetation belts (Antarctica, tundra, taiga, deciduous forests, grassland, deserts), climate zones (polar, temperate and tropical), mountains, volcanoes, earthquakes and the water cycle.
  → key human features, including: types of settlement (urban and rural) and land use, trade links, and distribution of natural resources (energy, food, minerals and water).

Geographical skills:

- Use an atlas to identify countries around the world.
- Use fieldwork to observe, measure, record and present human and physical features within Royston, Barnsley → includes: sketching maps and plans.

Golden Threads met in this unit:

- Locational and place knowledge x2

Year 6

World at War

Year 6 – World at War (Autumn 1)

Learning Point 1	**Identify and label countries on a map.** • Label and identify **countries** that were involved in World War Two on a world map. • Identify which of these countries were allied or axis. • Locational and place knowledge. • Links to atlas work in previous year groups.
	Who was involved in the war?
Learning Point 2	**Identify and label countries on a map.** • Know that the world, in particular in **Europe,** changed at the end of World War 2. • Show these changes on a map. • Locational and place knowledge. • Links to atlas work in previous year groups.
	How did the world change after the Second World War?

Golden Threads met in this unit:

- Locational and place knowledge x4
- Human geography x3
- Physical geography x3

Year 6

The Americas

Year 6 – The Americas (Summer 2)

Learning Point 1	**Label countries and oceans on a map.** • Identify the **countries** within **North and South America**. • Identify the **seas** and **oceans** around North and South America. • Locate the position of lines of **longitude, latitude, tropic of Capricorn and cancer**. • Locational and place knowledge. • Links to atlas work in previous year groups and latitude and longitude work in Year 5.
	What makes up the Americas?
Learning Point 2	**Know the physical and human features within a given location.** • For the given location, create slides on the human and physical aspects of the location explaining what they are. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to human and physical geography identification in previous years.
	What would I find if I visited a location?

Year 6 – The Americas (Summer 2)

Learning Point 3	**Know the weather and climate within a given location.** • For the given location, create slides detailing the **climate** of the given area and how this impacts the location. • Physical Geography. • Human Geography. • Locational and place knowledge. • Links to climate work in Year 5.
	What is the climate of a location?
Learning Point 4	**Know the economic activity including trade links within a given location.** • For the given location, create slides detailing the **economic activity** and **trade links** and how this impacts the location. • Physical Geography. • Human Geography. • Locational and place knowledge.
	What is the significance of the location?

Year 6 – The Americas (Summer 2)

Assessment	**Describe and understand the key aspects of a given location.**
	- Children to work in groups to prepare a presentation on each of the four learning points in this use it on a given location in North or South America (2/3 from each). - Possible locations include: → Texas (Energy) → Brazil (Amazon rainforest) - → Mexico (Migration) → El Salvador (trade links with the UK) - After learning point 4, groups are given time to prepare their presentations to be shared with the rest of the class.
Knowledge Retrieval	- Locate countries within North/South America. - Locate North and South America on a world map. - Describe the climate / economy / trade links in a given area of America.
	Please use the above information for your knowledge retrieval tasks.

End of Year 6 Expectations

World and UK maps:

- Identify the position and significance of: latitude, longitude, equator, the tropics of cancer and Capricorn, and the prime meridian/Greenwich meridian, time zones.
- Locate Greece on a world map.
- Locate some cities within Greece on a map.
- Locate Barnsley on a map.

Human and physical geography:

- Describe and understand key aspects of:
  → key physical features, including: biomes and vegetation belts (Antarctica, tundra, taiga, deciduous forests, grassland, deserts), climate zones (polar, temperate and tropical), mountains, volcanoes, earthquakes and the water cycle.
  → key human features, including: types of settlement (urban and rural) and land use, trade links, and distribution of natural resources (energy, food, minerals and water).

Geographical skills:

- Use an atlas to identify countries around the world.
- Use fieldwork to observe, measure, record and present human and physical features within Royston, Barnsley → includes: sketching maps and plans.