



Geography Overview 2024-2025

Intent

At Bassingbourn Community Primary School, our Geography curriculum supports pupils through an enquiry-based approach to develop a curiosity and fascination about the world and the people within it.

Geography curriculum aims:

- Pupils will know and understand their geographical place in the world, using a vast range of vocabulary accurately to describe their own and other locations.
- Pupils will be able to name key human and physical features and explain the processes that create them.
- Pupils will use skills to confidently interpret a range of maps, atlases, globes and scales and confidently when undertaking fieldwork.
- Pupils will recognise the impact of climate change on our locality and the wider world and understand the importance of caring for the environment.

Implementation

Impact

Geography	Autumn		Spring		Summer	
Reception	All about us	People: My School Community	Contrasting Countries	Water / Spring	Ramadan	
Knowledge and Skills	Talk about where they live and places that are familiar to them	Draw information from a simple map Talk about people in	Recognise some similarities and differences between	Recognise some similarities and differences between life in this country and	Recognise some similarities and differences between life in this country and	

		their community	life in this country and life in other countries	life in other countries Understand the effect of changing seasons on the natural world around them	life in other countries	
Key Vocabulary	Village, Field, Church, House, Home, Road, River School, Map, park	Map, landmark, globe, local, direction, location, route, instructions, village, zebra crossing, road, safe, traffic lights	island, climate, tropical, exotic, pollution, environment, endangered, litter, reduce, reuse, recycle, poster, ocean, waves, conservation	village, Burkina Faso, Africa, England, water, responsibility, save, charity, rain, rivers, streams, lakes, Spring, rainy, weather, sunny, water, change		

A Reception year geographer should...

- Look at and talk about where they live.
- Learn that they live in Bassingbourn, which is in England.
- Talk about different places that they visit e.g. the park, the beach, the farm, and can talk about some of the similarities and differences.
- Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt').
- Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- Explore different places through some of our topics (e.g. animals - explore the different places they might live; festivals/celebrations – learn about celebrations in other countries and this country e.g. Chinese New Year, Diwali).

Year 1	Our place	Wonderful weather	The World Jigsaw
	<p>Name and locate where I live use world maps, atlases and globes to identify the United Kingdom. What can we see in our local area?</p> <p>Use basic geographical vocabulary to refer to: key human features. E.g. home, school, village</p>	<p>Identify patterns in daily and seasonal weather.</p> <p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the</p>	<p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a</p>

	<p>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</p> <p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Key Questions</p> <p>Where do I live? What can we find in our school grounds? What can we see in our local area? Key questions: What can we find in our school grounds? What can we see in our local area?</p>	<p>day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Identify the similarities and differences between two places.</p> <p>Places can be compared by size, weather and climate (Amazon rainforest and a forest in Cambridge).</p> <p>Key Questions</p> <p>What's the weather like today in Bassingbourn? What is the weather like in other parts of the UK? What the weather like in different parts of the world?</p>	<p>country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Locate hot and cold areas of the world in relation to the equator.</p> <p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p>
Key vocabulary	Address Live Home House Family Bassingbourn Cambridge England United Kingdom	England – London Scotland – Edinburgh Ireland – Dublin Northern Ireland - Belfast Wales – Cardiff English Channel Atlantic Ocean North Sea	United Kingdom Union Countries Government Capital City London Edinburgh Cardiff

	Woodland Local		Belfast Cities Towns Villages Continent Africa, Antarctica, Asia Australia Europe North America South America. oceans Arctic Ocean Atlantic Ocean Indian Ocean, Pacific Ocean Southern Ocean. Northern Hemisphere Southern Hemisphere Atlas
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A Year 1 geographer should...

- Know and name the four countries in the UK and locate them on a map
- Know and name the three main seas that surround the UK
- Keep a weather chart and answer questions about the weather (including main weather symbols)
- Know about some of the main things that are in hot and cold places (know what clothes to wear in a hot and cold place)
- Know how the weather changes throughout the year and name the seasons (hottest and coldest season in the UK)
- Point to the equator, North and South Pole on an atlas and globe
- Know some of the features of an island
- Know where I live and can tell someone their address (including postcode)
- Know the four main directions on a compass are North, East, South and West
- Know what I like and do not like about the place where I live
- Know the main differences between a city, town and village

Year 2	The World Jigsaw	England and Zambia	Coasts
	<p>Identify characteristics of the four countries and major cities of the UK.</p> <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. Major cities to cover include Cambridge, Glasgow and Bristol.</p> <p>Name and locate seas surrounding the UK, as well as</p>	<p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>A non-European country is a country outside the continent of Europe. London and Lusaka</p> <p>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and</p>	<p>To identify features of the seaside. To investigate a seaside town – Lyme Regis. To investigate what life is like on a small island. (Isles of Scilly?)</p> <p>Human & physical geography: Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

	<p>seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p>	<p>vegetation.</p> <p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>Describe, in simple terms, the effects of erosion.</p> <p>Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p>Draw and read a range of simple maps that use symbols and a key.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To locate seaside towns and cities in the United Kingdom.</p> <p>Place Knowledge: -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/ computer mapping to locate to locate the United Kingdom and its countries as well continents and oceans studied at this stage. and describe features studied.</p> <p>Human & physical geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
Key vocabulary	Equator North / South poles Endangered Humidity Asia Africa North & South America, Antarctica Europe Australia	Zambia Village Town Capital city Africa Two figure grid reference Near, far, left, right	Sea Ocean Beach Cliff Harbour Port Coast Attractions Waves Shoreline English Channel Irish Sea North Sea

A Year 2 geographer should...

- Name the continents of the world and locate them on a map
- Name the world's oceans and locate them on a map
- Name the capital cities of England, Wales, Scotland and Northern Ireland
- Know what I like and do not like about a place that is different to the one they live in
- Describe a place outside Europe using geographical words
- Know how jobs may be different in other locations
- Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
- Know about the facilities that a village, town and city may need and give reasons
- Use the directional vocabulary: near, far, left, right to explain where a location is; use two figure grid reference to describe location

Year 3	The World Jigsaw	Volcanoes and Earthquakes	Local study – Settlements
	<p>Name, locate and describe some major counties and cities in the UK, identifying some human and physical features.</p> <p>Counties of the United Kingdom include Buckinghamshire, Northamptonshire and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map identifying some human and physical features.</p> <p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map identifying some human and physical features.</p> <p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Identify the five major climate zones on Earth.</p> <p>The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>The eight points of a compass are north, south, east,</p>	<p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</p> <p>Explain the physical processes that cause earthquakes and volcanic eruptions.</p> <p>Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.</p> <p>Describe the parts of a volcano.</p> <p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p> <p>Name and describe properties of the Earth's four layers.</p>	<p>Describe the type and characteristics of settlement or land use in an area or region, including economic activity including trade links and the distribution of energy and discuss how this has changed over time.</p> <p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Pupils will know different areas import and locally produce different products. They will know 'globalisation' in that the economies of different countries are connected. They will know consumer choice can impact the economic activities of other countries. They will understand export and import. Focus: Sulawesi island? London and Sunderland and their development over time.</p> <p>Classify, compare and contrast different types of geographical feature.</p> <p>Geographical features created by humans are called human features. Human features include houses, factories and train stations. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>The eight points of a compass are north, south, east, west, north-east, north-west, southeast and south-west.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p>

	<p>west, north-east, north-west, south-east and south-west.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Maps, globes and digital mapping tools can help to locate.</p>	<p>The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p>	<p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p>Analyse primary data, identifying any patterns observed.</p> <p>Primary data includes information gathered by observation and investigation. Gather evidence to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data.</p>
Key vocabulary	<p>Counties Buckinghamshire, Northamptonshire, Warwickshire. Birmingham, Cardiff, Manchester , Newcastle</p> <p>France, Spain, German, Italy , Belgium, Russia, Latitude, Longitude, Prime Meridian., climate zones, Desert, Equatorial, Polar, temperate , Tropical, north-east, north-west, south-east south-west</p>	<p>Tectonic plate, fault line, mountain, fold mountain, San Andreas fault line, Ring of fire</p> <p>volcanic mountain, block mountain, base, slope, ridge, face, peakvolcanoes , Mount Vesuvius Laki, Iceland Krakatoa Indonesia. earthquake-prone areas</p> <p>plate boundaries Earth's crust converge.</p> <p>tectonic plates</p> <p>Epicentre, Gas, magma , Ash, Lava, Eruption</p> <p>Inner core, Iron, Nickel, Outer core, Mantle, Crust, observation investigation</p>	<p>four-figure grid reference, Settlement, Rural, Urban, Hamlet, Suburban areas, Suburb Residential area, Product ,Globalisation</p> <p>Economies, Consumer, Export, Import</p> <p>Sulawesi island, Felixstowe, Development, Trade, Distribution, energy</p>
<p>A Year 3 geographer should...</p> <ul style="list-style-type: none"> • Begin to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. • Begin to know the location and characteristics of a range of the world's most significant human and physical features. • Begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Ask geographical questions about the world around them. • Use 2 figure grid references to describe position. • Begin to use compass directions using 8 points 			
Year 4	The World Jigsaw	Rivers and water cycle	Local study - How is our local area changing?
	<p>Identify the topography of an area of the UK using contour lines on a map.</p> <p>Topography is the arrangement of the natural and artificial physical features of an area.</p>	<p>Identify, describe and explain the formation of rivers.</p> <p>A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.</p>	<p>Identify, describe and explain how the local area is changing.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity</p>

	<p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator.</p> <p>Name and locate significant, mountains and rivers of the UK.</p> <p>Significant rivers of the UK include the Thames, Severn, Trent, Tyne, Ouse. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Scafell Pike, the Scottish Highlands and the Pennines.</p> <p>Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north east (NE), south-east (SE), southwest (SW) and north-west (NW).</p> <p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area</p>	<p>A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side. Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. They then flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water.</p> <p>As rivers flow, they erode - or wear away - the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them. Small rivers are usually known as streams, brooks or creeks. If they flow from underground they are called springs.</p> <p>Use specific geographical vocabulary and diagrams to explain the water cycle.</p> <p>Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</p> <p>Investigate a geographical hypothesis using a range of fieldwork techniques.</p> <p>Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis – Link to Well head Springs and local chalk stream.</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Key vocabulary</p>	<p>Topography, Natural, Artificial, Tropic of Cancer, Tropic of Capricorn Ben Nevis, Snowdon, Helvellyn, Scafell Pike, Scottish Highlands, Pennines. six-figure grid reference, Precise, compass rose, Intercardinal, Ordinal, Boundaries, Statistics, Easting, northing</p>	<p>Thames, Severn, Trent, Tyne, Ouse Valleys, gorges, Canyons, Sediment, Streams, , Springs, water cycle , Evaporation Condensation, precipitation collection, Meandering, Gravity, Downhill, Upland areas, Flood plains, Rainfall, Bed, Bank, Channel, Body, High ground, Source, Flows, Moving body</p>	<p>Investigate, interview, method, risk, enquiry data, analyse, present, quantitative/qualitative data, summarise interpret, quote, source, sample size, reliability, limitations, open-ended/closed question, Likert scale, represent, grid square</p>

A Year 4 geographer should...

- Develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe
- Develop their knowledge about the location and characteristics of a range of the world's most significant human and physical features
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- Ask geographical questions about the world around them.
- Use 4 figure grid references
- Use the eight points of the compass

Year 5	The World Jigsaw	Biomes	North America
	<p>Name, locate and describe major world cities.</p> <p>Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.</p> <p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p> <p>Identify and describe the similarities and differences in physical and human geography between continents.</p> <p>The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Focus: Europe and Africa</p> <p>Describe the relative location of cities, counties or geographical features in the UK in relation to other</p>	<p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p> <p>Summarise geographical data to draw conclusions.</p> <p>Geographical data can be used as evidence to support conclusions.</p>	<p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Explain the geographical similarities and differences including climatic variations and physical and human features.</p> <p>North America is broadly categorised into six major biomes:</p> <p>tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p> <p>Climatic variation describes the changes in weather patterns or the average weather conditions. Pupils will know the similarities and differences between The Rocky</p>

	<p>places or geographical features.</p> <p>Relative location is where something is found in comparison with other features.</p>		<p>mountains, Canadian Arctic, Baudó Range, Salzburg, Patagonian Desert and Cambridgeshire Fens.</p> <p>Explain how the climate affects land use.</p> <p>Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <p>Analyse and compare a place, or places, using aerial photographs. atlases and maps.</p> <p>Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.</p>
Key vocabulary	<p>New York , USA, Shanghai , China, Istanbul , Turkey , Moscow, Russia, Manila , Philippines, Lagos , Nigeria,, Nairobi , Kenya, Baghdad , Iraq, Damascus , Syria , Mecca , Saudi Arabia.</p> <p>The Prime (or Greenwich) Meridian eastern and western hemispheres called Greenwich Mean Time (GMT) Time zone</p>	<p>Biomes, Climate zones. vegetation belts, Common, Desert, Equatorial, Polar temperate , Tropical, ecological area, Grassland, tundra , Aquatic, Relief, Geology, soils , Vegetation.</p>	<p>North American continent USA, Canada. Mexico Central America, Guatemala, Honduras, Nicaragua, Costa Rica. Panama. South America, Brazil, Argentina, Chile, Colombia, Peru, Venezuela, climate, weather pattern</p>
<p>A Year 5 geographer should...</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North America in more detail • Extend their knowledge about the location and characteristics of a range of the world's most significant human and physical features • Extend their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Ask geographical questions about the world around them. • Use eight points of the compass with more confidence. • Use four figure grid references with more confidence. 			
Year 6	World Jigsaw	Oceans and climate change	Independent fieldwork study
	<p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>The Northern Hemisphere is the part of Earth that is to the</p>	<p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Antarctica, El Alto, Bolivia, and Mawsynram,</p>	<p>Year 6 pupils will draw upon the skills and knowledge that they have learnt in Geography to carry out their own independent fieldwork study.</p>

	<p>north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measure</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features</p>	<p>Northeastern India.</p> <p>Explain how climate change affects climate zones and biomes across the world.</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.</p> <p>Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Explain interconnections between two areas of the world, discussing physical and human features and the impact on climate.</p> <p>Geographical interconnections are the ways in which people and things are connected. They will be able to discuss physical and human features and the impact they are having on the climate and the impact the climate is having on them. Pupils will know the similarities and differences with focus on the Philippines and Germany.</p>	
<p>Key vocabulary</p>	<p>Longitude, Latitude, Northerly, Southerly], position , westerly easterly , Antarctic Circles, Imaginary, Horizontally, contour lines, Arctic circle</p>	<p>Shelters, Nomadic, Transportation, natural resources,, Northeastern India, polar ice caps, fossil fuels, Deforestation, Habitat, Destruction, Overpopulation, Rearing, Livestock, Contribute, global warming Interconnections, Philippines , Germany, impact</p>	<p>digital technologies, conclusion, cartogram Geographic Information System (GIS, pie chart, line graph, live data, consideration annotate, justify, issue, viewpoint, data collection methods, subjective, audience recommendation</p>
<p style="text-align: center;">A Year 6 geographer should...</p> <ul style="list-style-type: none"> • Have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research • Be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations • Be skilled at carrying out independent research using a variety of sources • Understand how to assess the quality and reliability of difference sources 			

- Be able to confidently explain and quantify their findings using geographical research