

ALL SAINTS CE JUNIOR ACADEMY

LONG TERM SUBJECT OVERVIEW

GEOGRAPHY



National Curriculum	Strand	Term 1			
		Year 3	Year 4	Year 5	Year 6
			North America	Oceans Rivers and Seas	Japan
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place		<ul style="list-style-type: none"> •Some of the countries in the continent of North America including Canada, United States of America and Mexico. •The capital city of Canada is Ottawa; the capital city of Mexico is Mexico City and the capital city of the USA is Washington DC. •The USA, Mexico and Canada are divided into separate states. •The names and locations of some of the main cities in North America. •The further north you go, the colder it becomes. •The climate in Mexico is warmer, and it can be hot and humid. This is because it is closer to the equator. 	<ul style="list-style-type: none"> •The remaining continents, oceans and surrounding seas of the United Kingdom. 	<ul style="list-style-type: none"> •Japan is a country in the continent of Asia. •Japan is made up of four main islands (Hokkaido, Honshu, Kyushu and Shikoku and 6,848 smaller islands •The capital city of Japan is Tokyo. •Japan is in the Pacific Ocean.
<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Human Physical processes		<ul style="list-style-type: none"> •The three main languages spoken in North America are English, Spanish and French. •There are different climate zones in North America. •The key physical features of North America. 	<ul style="list-style-type: none"> •Oceans are very large areas of salt water that cover approximately two-thirds of the Earth's surface. •That an ocean has five layers. •Seas are smaller areas of salt water that separate oceans and land. 	<ul style="list-style-type: none"> •A Japanese diet includes fish, rice, vegetables and soy products. •Physical features of the geography of Japan including mountains, rivers and the volcano. •The main language spoken in Japan is

				<ul style="list-style-type: none"> •Rivers are natural streams of fresh water that flow into seas, oceans and lakes. •The key features of the journey of a river. •The impact of erosion and deposition on river formation. •How sedimentary rocks are formed. •The effects of climate change on the poles. 	<p>Japanese.</p> <ul style="list-style-type: none"> •Japan is on the Pacific ring of fire which impacts of the incidence of earthquakes and volcanoes. •The climate in Japan is temperate in the central regions and almost tropical on the small southern islands. •Key Japanese industries are based on high technology products such as computers, mobile phones, tablets and cars. •Japan has an advanced transport system.
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world</p>	<p>Geographical skills</p>		<ul style="list-style-type: none"> •Use aerial photographs to compare the UK and North America. What do they notice? •Describe the locations of the UK, and locations in North America using the 4 compass points. •Use a globe, map and atlas to find North America and the UK. •Analyse different types of maps and graphs that give us information about North America, including climate maps. •Create a Venn diagram to compare similarities and differences between North America and the UK. <p>Ask and respond to more searching geographical questions including 'How?' and 'why?'</p> <p>Identify and describe similarities, differences</p>	<ul style="list-style-type: none"> •Use the index in atlases to find oceans, seas and rivers. •Label maps to show where oceans, seas, lakes and rivers can be located. •Describe the life of a river using the correct terminology. •Explain how the vegetation and animal life changes in the different layers of the ocean. <p>Begin to use primary and secondary sources of Evidence in their investigations.</p> <p>Collect and record evidence unaided</p> <ul style="list-style-type: none"> • Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> • Use aerial photographs to compare the UK and Japan. What is the same? What is different? • Describe the locations of the UK, and locations in Japan using the eight compass points. • Use a range of appropriate maps and atlases to find Japan and the UK. • Use an internet search e.g., https://www.ifitweremyhome.com/ to compare human features • Evaluate different types of maps and graphs that give us information about Japan, including climate maps. <p>Ask and respond to questions that are more</p>

			<p>and patterns when investigating different places, environments and people. Collect and record evidence with some aid</p>	<p>Investigate the effects of climate change and plastic pollution on oceans, seas and rivers. Use your knowledge of the bodies of water to create a campaign to limit plastic pollution.</p> <ul style="list-style-type: none"> • Describe how oxbow lakes are formed because of erosion and deposition. • Explain how erosion and deposition have an effect on meanders and deltas. <p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Analyse evidence and draw conclusions</p>	<p>causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Use primary and secondary sources of evidence in their investigations.</p> <ul style="list-style-type: none"> • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
	Geographical enquiry		<p>Should Wolves be re-wilded in North America? What places in North America could Wolves live in safely?</p>	<p>Why does Hastings flood? How can we protect the sea off of Hastings beach?</p>	<p>Do people have a better lifestyle here in the UK or in Japan?</p>
	Mapping skills (Style of map)		<p>Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>	<p>Use index and contents page within atlases. Use medium scale land ranger OS maps.</p>	<p>Use OS maps. Confidently use a range of atlases. Recognise world map as a flattened globe.</p>
	Fieldwork Skills			<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork</p>

				technologies	observations, measurements and recordings
Exceeding the National Curriculum	Vocabulary		Biome, capital city, City, climate, coastal compass points, continent, country, county, earthquake, equator, desert, farm harbour, human features landscape, mountain physical features, port river, state, tectonic temperate, tourist ,trade weather, vegetation		Atlas, city, climate coastal, commerce compass points continent, country earthquake, human features, Industry landscape leisure map, mountain physical, features Pacific, port, residence River, rural, tourist, trade Urban, weather, vegetation, volcano
	Texts		Fourteen Wolves A Wolf called Wonder. Volcano Dreams	A river Amazing Rivers Once upon a Rain drop Great Rivers of the World River Stories The big Book of Blue The Sea Below my toes Dear Earth	Kensuke's Kingdom.
	Enhancements and enrichment			River Trip – Rye Nature reserve Raft Building	Buckswood Japanese Students visit

National Curriculum	Strand	Term 2			
		Year 3	Year 4	Year 5	Year 6
		United Kingdom			
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place	<ul style="list-style-type: none"> •There are four countries in the United Kingdom (UK): England, Scotland, Wales and Northern Ireland. •Each of these countries has a capital city, flag and national flower. •The UK is officially known as the United Kingdom of Great Britain and Northern Ireland. •The UK includes the island of Great Britain, Northern Ireland and many smaller islands. •Great Britain is an island—it is surrounded by seas: Irish Sea, North Sea, English Channel •The main rivers in the UK are the River Severn, the River Thames, The River Clyde and the River Bann. •The main mountains in the UK are Ben Nevis, Mount Snowden, Scafell Pike and Slieve Dionard. •The Republic of Ireland is not part of the United Kingdom. 			
<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Human Physical processes	<ul style="list-style-type: none"> •The United Kingdom is divided into different areas of land use: forest, farmland, industrial land, urban areas and national parkland. 			

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world

Geographical skills

Ask and answer more searching geographical questions when investigating different places and environments.
Identify similarities, differences and patterns when comparing places and features.

- Find the four countries of the United Kingdom using map skills
- Name and locate counties and cities of the United Kingdom.
- Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use the compass points to describe the countries of the United Kingdom in relation to each other.
- Explain own views about locations, giving reasons.

Begin to ask/initiate geographical questions.
Use books, stories, atlases, pictures/photos and internet as sources of information.
record evidence

- Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/ pictures,

		temperatures in different locations.			
	Geographical enquiry	Which country or region of the UK would you like to visit and why?			
	Mapping skills	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.			
	Fieldwork Skills	Observe, record, and name geographical features in their local environments			
Exceeding the National Curriculum	Vocabulary	aerial view, capital city, city, compass point, county, country, flag, forest, hill, human geography, Industrial area, island, Great Britain, mountain, national parkland, physical geography, river, sea, surrounded, town, United Kingdom, urban			
	Texts	Maps of the United Kingdom.			
	Enhancements and enrichment	Trip to East Hill, compare features (to a city)			

National Curriculum	Strand	Term 3			
		Year 3	Year 4	Year 5	Year 6
		Egypt	A Tale of 2 Hastings Pt 1		
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place	<ul style="list-style-type: none"> •Egypt is a country on the continent of Africa. •It borders the Mediterranean Sea in the north and the countries of Sudan to the south and Libya to the west. 	<ul style="list-style-type: none"> •Hastings in the UK. 		
<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Human Physical processes	<ul style="list-style-type: none"> •The River Nile was important because it provided water for crops and fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. Egyptians used the water to create irrigation systems. •The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. 	<p>Hastings is an urban area with a population of 92000, with areas that are used for industry, residence, commerce and leisure, such as parks and beaches.</p> <ul style="list-style-type: none"> •Hastings in the UK's main industries are tourism and fishing. •The main physical features of Hastings in the UK are hills, cliffs, valleys and beaches. 		

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world</p>	<p>Geographical skills</p>	<p>Use maps to locate modern Egypt and Egypt in the past.</p> <p>Locate the Nile on a Map and look at settlement patterns now and in the past.</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions</p>	<ul style="list-style-type: none"> •Use aerial photographs, maps, atlases, globes and digital/computer mapping to locate Hastings in the UK. •Analyse different types of maps and graphs that give us information about the climate in Hastings using climate maps. <p>Ask and respond to more searching geographical questions including 'How?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g., make comparisons between locations</p> <p>photos/pictures/ maps</p>		
	<p>Geographical enquiry</p>	<p>Why is/was the River Nile important to Egyptians?</p>	<p>What type of place is Hastings?</p> <p>What is special about Hastings?</p> <p>Why do people visit Hastings?</p>		
	<p>Mapping skills</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<ul style="list-style-type: none"> •Describe the locations of Hastings in the UK, using the four compass points. <p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p>		

			Use letter/no. co-ordinates to locate features on a map confidently.		
	Field work Skills		<ul style="list-style-type: none"> Undertake fieldwork in Hastings in the UK to investigate land use. Observe, record, and explain physical and human features of the environment. 		
Exceeding the National Curriculum	Vocabulary	<p>River -A natural flow of water that continues in a long line across land to the sea.</p> <p>Flow- The steady and continuous movement of something/somebody in one direction.</p> <p>Transportation -A system for carrying people or goods from one place to another using vehicles, roads, etc.</p> <p>Agriculture- The science or practice of farming.</p> <p>Countries- An area of land that has or used to have its own government and laws.</p>	Atlas, city, climate, Coastal, commerce, compass points, continent, country, human, features, industry landscape, leisure map, physical, features, residence, river, rural, tourist, trade urban, weather, vegetation		
	Texts	Great Rivers of the World			
	Enhancements and enrichment		A visit to East Hill Art linkage.		

National Curriculum	Strand	Term 4			
		Year 3	Year 4	Year 5	Year 6
		Extreme Weather	A Tale of 2 Hastings Pt 2	Mapping the World	Mountains, Earthquakes & Volcanoes
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place		<ul style="list-style-type: none"> •Hastings in Sierra Leone is a town in the Western Area Rural District. Hastings Sierra Leone is next to the Jui peninsula. Hastings Sierra Leone is 15 miles east of Freetown, the capital of the country Sierra Leone is on the African continent. Hastings in Sierra Leone is located in the coastal mangroves on a peninsula. 	<ul style="list-style-type: none"> •North, south, east and west hemispheres. •Key lines of latitude and longitude: the Equator, the Tropic of Capricorn, the Tropic of Cancer, the Arctic Circle, the Antarctic Circle, the Greenwich Meridian, the International Date Line. •Lines of latitude and longitude are measured in degrees. •The names of countries on the Equator. •Approximate coordinates of major cities around the world using a world map and knowledge of longitude and latitude. 	<ul style="list-style-type: none"> •The Earth's crust is made up of huge slabs called tectonic plates, which fit together like a jigsaw puzzle. •Tectonic plates slowly move over a long period of time. •When two tectonic plates of the earth's crust grind into each other the land can be pushed upwards, forming mountains. •Many of the greatest mountain ranges of the world have formed because of enormous collisions between the tectonic plates. •When many mountains are close together, this is called a range. •The highest point of a mountain is called the peak or the summit. •The tectonic plates have edges and sometimes the edges, which are called fault lines, can get stuck, but the plates keep moving. •Pressure slowly starts to build up where the edges are stuck and, once the pressure gets strong enough, the plates will suddenly move causing an earthquake.

<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Human Physical processes</p>	<ul style="list-style-type: none"> •To know why we have seasons and the characteristics of each season. •To understand why we have different weather conditions. •To know the difference between climate and weather. •To explain the difference between climate zones and where they are located. •The climate zones are polar, temperate and tropical •Examples of extreme weather such as hurricanes and tornadoes, blizzards, drought and floods and where they occur. 	<p>The town has a population of 15,000</p> <ul style="list-style-type: none"> •Hastings in Sierra Leone's main industries are fishing and bottled water production. •Sierra Leone has four distinct geographical regions: coastal mangroves, mountainous hill country, an upland plateau, and the eastern mountains. •Identify similarities and differences between schooling, services and resources in Hastings in the UK and Hastings in Sierra Leone. 		
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world</p>	<p>Geographical skills</p>	<ul style="list-style-type: none"> •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. •To collect and evaluate information about weather. •Use aerial photographs and plan perspectives to recognise physical features; and use and construct basic symbols in a key •Compare climate zones and discuss how these are dependent on their location on Earth. 	<ul style="list-style-type: none"> •Describe the locations of Hastings in the UK, and Hastings in Sierra Leone using the four compass points. •Analyse different types of maps and graphs that give us information about Sierra Leone, including climate maps. <p>Ask and respond to more searching geographical questions including 'How?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<ul style="list-style-type: none"> •Use an atlas, maps and globes to locate which countries lie on certain points of the Earth. •Use the eight points of a compass to describe the locations of countries in relation to one another. •Compare climate zones and discuss how these are dependent on their location on Earth. •Use Google Earth to locate countries using coordinates of longitude and latitude. •Use lines of longitude of latitude to locate major cities around the world. Begin to use 4 figures coordinates to locate features on a map. 	<ul style="list-style-type: none"> •Locate tectonic plates on a map. •Locate where earthquakes have happened. •Discuss what you notice about the location of earthquakes and the edges of tectonic plates. Recognise patterns in physical features and understand some of the conditions, processes or changes which influence these patterns. Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the

			Investigate land use and compare with land use in Hastings in Sierra Leone. Collect and record evidence with some aid Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps	Collect and record evidence unaided Analyse evidence and draw conclusions	larger scale; contrasting and distant places
	Geographical enquiry	Which climate zone would they prefer to live in and why?	What type of place is Hastings SL? What is special about Hastings SL? Do people visit Hastings SL?	What do you notice about places on the same latitude? Is this the same for places on the same longitude?	Why do earthquakes happen? Which places are more prone to earthquakes?
	Mapping skills	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well Begin to use 8 compass points Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
	Drawing maps	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Exceeding the National Curriculum	Vocabulary	Blizzard, Climate, Cyclone, Drought, Electrical thunderstorm, Environment, Equator, Flood, Forecast, Hurricane, Meteorologist	Atlas, city, climate, Coastal, commerce, compass points, continent, country, human, features, industry	Circle, biome, climate climate zone, continent degrees, equator Greenwich, latitude Longitude, northern	Active, climate, continent Core, crust, dormant, Earthquake, erupt, fault lines, form, gas, lava, layers, location, magma,

		Polar, Pollution, Seasons Temperate, Temperature Tornado, Tropical, Weather	landscape, leisure, mangrove. map, mountain, peninsula physical, features plateau, port, residence, river, rural, trade urban, weather, vegetation	hemisphere, ocean prime meridian, southern hemisphere, time zone, tropics	mantle, melt, molten, mountain, peak, pressure, range, (mountains), summit, tectonic plates, vegetation, vent, volcano.
	Texts	Storm	African Tales Belonging/Changes	The Boy Who Loved Maps Martha Maps it out. The Map Makers The Earth is a sundial.	What's inside a Volcano?
	Enhancements and enrichment	Classifying clouds from the playground	Zoom call to partner school in Sierra Leone	What 3 words – link to Fairlight	

National Curriculum	Strand	Term 5			
		Year 3	Year 4	Year 5	Year 6
		Italy			Mountains, Earthquakes & Volcanoes
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place	<ul style="list-style-type: none"> Italy has a landscape of Mediterranean coasts, rivers, lakes, mountain ranges and islands Italy is in southern Europe, and is a peninsula, with Switzerland and Austria bordering to the north, France to the west and Slovenia to the east The capital city of Italy is Rome. Large Italian islands include Sicily to the south and Corsica to the west The climate along Italian coasts is Mediterranean with hot summers and warm, wet winters. Northern areas of Italy away from the coast have colder winters with snowfall in the mountains. The climate in East Sussex is temperate with cool winters and warm summers. 			<ul style="list-style-type: none"> A volcano is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava. Many volcanoes are also mountains. Volcanoes have long vents that go all the way down through the Earth's first layer, the crust, to magma in between the crust and the mantle (the Earth's second layer). It's so hot there those rocks melt into liquid. This is called magma, which travels up through volcanoes and flows out as lava. There are three ways to describe a volcano and explain what it's doing – active, erupting, and dormant When a volcano erupts, magma comes up and out through the vents. Magma is called lava when it's outside the volcano. Some volcanoes are underwater. There are no volcanoes in the UK. The largest volcano in Europe is Mount Etna in Sicily (Italy). Japan's largest volcano is called Mount Fuji.
Human geography: types of settlement and land use, economic activity	Human Physical				

<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>processes</p>				
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world</p>	<p>Geographical skills</p>	<ul style="list-style-type: none"> •Use aerial photographs to compare East Sussex in the UK and Italy in Europe. What is the same? What is different? •Describe the locations of the UK, and Italy in Europe using the eight compass points. •Use a globe, map and atlas to find Italy and UK. •Analyse different types of maps and graphs that give us information about Italy, including climate maps. •Create a Venn diagram to compare similarities and differences between UK and Italy. <p>Ask and answer searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.</p> <p>Begin to ask/initiate geographical questions. Use Non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p>			<ul style="list-style-type: none"> •Describe the layers of the earth using key vocabulary. •Locate key mountain ranges around the world. •Investigate and compare different mountains around. Which countries do they run through? •Locate volcanoes around the world. •Discuss what you notice about the location of volcanoes and earthquakes and the edges of tectonic plates. Develop their views and attitudes to critically evaluate responses to global geographical issues and events e.g., land use and tourism around different types of volcanos e.g., extinct, dormant and active. <p>Communicate geographical information using a wide a range of methods including writing at increasing length. Use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions</p>

	Geographical enquiry	Where would you rather live Italy or the UK? Would you like to go on holiday to Italy? Why? What type of landscape does Italy have?			Should people ever live near Volcanoes?
	Mapping skills	Locate places on larger scale maps e.g., map of Europe. Follow a route on a map with some accuracy. (e.g., whilst orienteering)			Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns)
Exceeding the National Curriculum	Vocabulary	atlas city, climate, coastal, compass points, continent country, harbour, human features, landscape, map, migration, mountain, physical, features, port, river, Temperate, tourist trade, weather, vegetation			active, climate, continent core, crust, dormant earthquake, erupt, extinct fault, lines, form, gas, lava, layers, location, magma, mantle, melt, molten, mountain, peak, pressure, range, (mountains), summit tectonic plates, vegetation, vent, volcano
	Texts	Take me back to Italy			What's Inside a Volcano? Atlas of Adventure (Hot Springs)
	Enhancements and enrichment	'Fly to Italy' Pizzeria visitor Pizza express? (link to DT)			Natural History Museum London – tornado simulator

National Curriculum	Strand	Term 6			
		Year 3	Year 4	Year 5	Year 6
				South America: The Rainforest	
<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Locational Place			<ul style="list-style-type: none"> •The climate of South America and how it differs to the UK. •Some of the human and physical features of Brazil. •how the vegetation and animal life changes in the different layers of the rainforest. 	
<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Human Physical processes			<ul style="list-style-type: none"> •the effects of climate change and pollution on rainforests. •how deforestation can impact the Earth. •the natural resources, such as palm oil, that can be found in the rainforest and the role they play in trade routes. •Describe the fair-trade process for some products from the rainforest. 	

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance survey maps to build their knowledge of the UK and wider world

Geographical skills

- Use an atlas, maps and globes to locate which countries have rainforests.
 - Use the eight points of a compass to describe the locations of countries in relation to one another.
 - Compare climate zones and discuss how these are dependent on their location on Earth e.g., Tropics of Cancer and Capricorn.
- Ask and Answer questions that are more causal e.g. Why is that happening in that place? Could it happen here?
- Recognise geographical issues affecting people in different places and environments.
 - Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.
 - Choose from a range of methods e.g., digital maps, plans, graphs and presentations when communicating geographical information.
- Begin to suggest questions for investigating
Begin to use primary and secondary sources of evidence in their investigations.
Collect and record evidence unaided
Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g.,

				temperature of various locations - influence on people/everyday life	
	Geographical enquiry			Why are Rainforests important to the planet? How can we protect them?	
	Mapping skills			Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	
Exceeding the National Curriculum	Vocabulary			Biome, climate, climate change, climate zone, Deforestation, distribution Economy, equator, export fair trade, import, global, natural resources, palm oil, pollution, supply chain sustainability, Temperate, trade, trade route, tropics, vegetation	
	Texts			Journey to the river sea. Great Rivers of the World (Amazon) Where the forest meets the sea.	
	Enhancements and enrichment			Explorer visit/link?	