

Geography WHOLE SCHOOL OVERVIEW



*Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.*



St. Ethelbert's RCP

Whole School Overview for Geography

GEOGRAPHY STATEMENT OF INTENT

Through our Geography curriculum, at St. Ethelbert's, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about God's world.

We provide children with first-hand experiences to develop the geographical skills needed to collect and analyse information. We enable pupils to interpret and range of sources of geographical information, including maps, diagrams, globes, aerial photographs and to communicate this information in a variety of ways.

Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. We aim to produce well-rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

PREVIOUSLY COVERED IN EYFS

GLD:

- Explore the natural world around them, making observations and drawing pictures of animals.
- Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.
- Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.

KS1 Readiness Objectives:

- Know where they live
- Know how they travel to school

- Talk about some of the differences they notice when they are in different places
- Talk about places when looking at books and watching tv/videos
- Talking about places they have been to
- Talk about places in stories
- Using language that relates to place
- Recognise elements of their environment that are manmade and natural
- Make maps from stories
- Follow simple maps in play

EYFS End Points:

Nursery:

I enjoy finding out about different occupations

I can talk about different places e.g. towns, park, farms, seaside.

I know some differences between my home culture and that of my classmates.

Reception:

I can compare and contrast the local environment and polar regions

KS1 National Curriculum:

Pupils should be taught:

Locational knowledge:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
 - *Key human features, including:* city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

YEAR 1

Autumn Term

Spring Term

Summer Term

UNIT: Our Country

KEY KNOWLEDGE & SKILLS:

In this unit, pupils learn about the countries of the UK, developing learning beyond their immediate environment and own locality, to the UK in general. Pupils will explore the UK by looking at individual countries, capital cities, human and physical features. They will compare and contrast the capital cities of London and Brasilia.

KEY STICKY KNOWLEDGE

- Know that we live in England which is in the UK
- Know and name the four countries that make up the UK
- Know that London is the capital of England
- Know that Brasilia has a different (tropical) climate to London's (temperate) climate.

UNIT: Weather

CC - Science

KEY KNOWLEDGE & SKILLS:

In this unit, pupils learn about the different types of weather in their immediate environment. They will then develop their knowledge of the four seasons. They will also be introduced to hot and cold areas of the world and the impact of different weather types. Pupils will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science.

KEY STICKY KNOWLEDGE

- Know that there are four seasons (spring, summer, autumn, winter)
- Know that the weather can be predicted
- Know that the weather can be recorded
- Know that some weathers (heavy rain, lightening, sun) can be dangerous
- Know what hot and cold places are like and name some of their weather features (desert, snow, sun, heat)

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, house, office, shop
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the four points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world
- 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 and digital technologies.

CLASSWORK AND FIELDWORK:

- Messy Map – shared activity then use BeeBots to model and discuss direction and movement.
- 4 point compass directions
- Annotate old photos of local area to see how things have changed (SEND record voices on Seesaw)
- Identify key human and physical features of the locality record using photographs

Year 2

Autumn Term	Spring Term	Summer Term
	UNIT: Why don't penguins need to fly?	UNIT: Why do we love being beside the sea so much?
	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
	In this unit, pupils learn the importance of location in relation to the poles and the Equator in determining weather and climate. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places. By comparing environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist.	In this unit, pupils identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation, they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. Pupils can come to understand that the seaside environment is only one example of the many different places around the world, where the land meets the sea.
	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
	• Know the key geographical features of the Antarctic environment (it is the southernmost continent, it is surrounded by the southern ocean, it is nearly all covered by ice (98%)) • Know that Antarctica is cold because it is far away from the Equator. • Name the seven continents and four oceans • Know that hot countries such as those in Africa are hot because they are near the Equator. • Know that Antarctica and the Sahara are deserts • Know ways in which penguins have adapted to the Antarctic environment (thick blubber, waterproof feathers, living in large social groups).	• Know the main physical and human features of seaside environments (sea, beach, coast, sand, sea, cliffs, pier, promenade, harbour, shop, sand dunes, bay, lighthouse) • Know the different, popular activities undertaken at the seaside (building sandcastles, Punch and Judy, eating ice cream, frisbee) • Know the different living things that exist within a rock pool habitat (sea anemone, seaweed, crab, starfish) • Know that beaches can become polluted by littering. • Know the differences between Formby beach and Reynisfjara Beach, Iceland.

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, house, office, shop
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the four points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world
- 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 and digital technologies.

CLASSWORK AND FIELDWORK:

- Aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Simple sketch map of school grounds and church using symbols and a simple key
- Study geography of the school and its grounds
- Identify key human and physical features of the locality record using photographs

KS2 National Curriculum:

Pupils should be taught:

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of 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)

Place Knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and 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
 - *human geography, including:* types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- 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 United Kingdom and the wider world

- 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 graphs, and digital technologies.

Year 3

Autumn Term	Spring Term	Summer Term
UNIT: Earthquakes	UNIT: Beyond the Magic Kingdom	UNIT: Jungles and Deserts
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
Pupils are introduced to aspects of physical geography and tectonic activity - earthquakes. Some work is also focused on volcanic activity. Pupils learn why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. Pupils investigate the causes and impact of the 2011 earthquake in Christchurch. Pupils learn why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction	Pupils learn the physical and human geographical features of Florida - they can begin to compare and contrast the characteristics of a region of the United Kingdom with this area. Pupils learn about aspects of leisure and tourism. Pupils are introduced to different aspects of Florida's physical and human geography. They gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents. Pupils are supported to demonstrate understanding through explanation and to begin to make judgements, further developing key skills from Key Stage 1.	This unit builds on and extends pupils' understanding of the concept of weather, which was introduced and investigated at Key Stage 1. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry, pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
• Know earthquakes are caused by tectonic activities. • Locate Christchurch on a world map. • Know and list effects of the 2011 earthquake in Christchurch (buildings collapsed, water mains burst, flooding and power outages). • Know why volcanoes often occur in the same place as earthquakes (they both occur due to the movement of the earth's tectonic plates due to heat being released from the earth's core).	• Know why the Magic Kingdom is the most popular theme park in the world. • Know where the Magic Kingdom is (Florida). • Know why the state of Florida is a peninsula (because it is nearly completely surrounded by water). • Know why the Kennedy Space Centre is in Florida • Know how the (tropical) climate of Florida is different to the (temperate) climate where I live.	• Know why the climate is different across the United Kingdom (because of the way some parts of the UK are positioned on the earth). • Know how climate graphs help geographers compare the climate of one place with another (geographers can measure and compare measurements e.g. rainfall and temperature) • Know where the Rainforests of the world are (Amazon, Daintree and Congo Basin – along the Equator). • Know the layers of the rainforest (emergent, canopy, understorey, forest floor). • Know how to protect the rainforests of the world (reduce, reuse, recycle)

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- Name and locate counties and cities of the United Kingdom
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- 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 United Kingdom and the wider world
- 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 graphs, and digital technologies.

CLASSWORK AND FIELDWORK:

- Preparing tally charts and then creating graphs (2simple)
- Sketch maps of local area
- 4 figure grid references
- 8 point compass
- Trip to Mayor's Parlour
- Recount of the trip to the Mayor's Parlour
- Statistics – traffic flow on Wigan Road – tally chart and graph of types of vehicles.
- Walk in preparation of sketch map of local area

Year 4

Autumn Term		Spring Term	Summer Term
UNIT: Mega Cities		UNIT: Erosion	
KEY KNOWLEDGE & SKILLS:		KEY KNOWLEDGE & SKILLS:	
In this unit, pupils will develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities. Pupils explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.		Pupils learn about how a number of different natural and human forces impact the landscape. They learn about the concepts of environmental interaction and erosion. They apply their knowledge and understanding of these concepts to an investigation of the causes and effects of the disintegration of a coastline in the United Kingdom along which people are living.	
KEY STICKY KNOWLEDGE		KEY STICKY KNOWLEDGE	

- Know the key features of cities (skyscrapers, public transport, high population, business district, shops).
- Know some of the benefits and disadvantages of city life (advantages: amenities, job opportunities, lots to experience disadvantages: pollution, cost of living, lack of space and greenspace higher salary).
- Know some of the reasons why Baghdad was the first city in the world with a million inhabitants (at the time, it was the main centre of learning, medicine and trade in the world.)
- Know the main reasons why Milton Keynes is the fastest-growing city in the United Kingdom (Jobs! It is important for the pupils to understand that the most important reason for anyone moving anywhere in the world is to find work).
- Know why the Brazilian government built a new capital city in 1960 (overcrowding on the south east coast so the government built the new capital city inland utilising the under exploited land inland leading by example).

- Know and locate the four types of desert found in the world (coastal, hot and dry, cold and semi-arid)
- Know and explain the process of wind erosion (abrasion is when rocks and other materials carried by the sea are picked up by strong waves and thrown against the coastline causing material to be broken off and carried away by the sea).
- Know and describe the main features of a river meander (when water flows in a curvy, bendy, path like a snake).
- Know and explain how people can cause erosion to footpaths in The Lake District National Park (sheer numbers of people walking the same path).
- Know and explain the process by which waves are able to erode the coastline and cause cliff collapses (waves crashing against the coastline erode until a notch is formed. The erosion of this notch undercuts the ground above it until it becomes unstable and collapses. This process repeats and the cliff will continue to retreat).

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- name and locate counties and cities of the United Kingdom
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- 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 United Kingdom and the wider world
- 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 graphs, and digital technologies.

CLASSWORK AND FIELDWORK:

- Preparing tally charts and then creating graphs (2simple)
- 4 figure grid references
- 8 point compass

- Writing linked to experience at Bolton Museum
- Trip to Library
- Statistics –tally chart and graph of types of shops.
- Themed walk – ½ the class looking for advertisements – what are we we exposed to? – ½ class looking at signs – forbid / giving orders

Year 5

Autumn Term	Spring Term	Summer Term
UNIT: Why are mountains so important?	UNIT: How do volcanoes affect the lives of people?	UNIT: How is climate change affecting the world?
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
The study of mountains enables pupils to understand key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. Pupils study the concept of 'mountain' through an investigation of three discrete examples. They then focus on the location and formation of the world's most significant ranges of fold mountains. They explore the location and distribution of mountains in the United Kingdom and how they are different from the much younger fold mountains. Pupils investigate why the mountains of the north and west of the United Kingdom have a much wetter and colder climate than southern and eastern areas and how this presents real challenges to people such as hill farmers. Pupils are then able to apply a wide range of geographical skills including map and satellite interpretation to understanding other ways in which mountainous areas are important to human economic activity including tourism and the exploitation of natural resources, such as water and the generation of hydroelectric power.	In this unit, pupils learn about some of the key physical processes that shape the Earth and recognise and evaluate the interaction of people with these physical processes. Pupils learn that all landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. Pupils are taught that environments may change over time and they consider how this might bring advantages and challenges to the people who are interconnected with them.	Pupils revisit and apply their understanding of sustainable development and sustainability through evaluating the potential costs and benefits of schemes, such as constructing new hydroelectric power plants which, although not having a carbon footprint, do inevitably come with social and environmental costs. Pupils learn about the challenge of changing patterns of weather that contribute to longer-term climate change trends across the globe. During this unit, pupils learn about how changing patterns of weather at different locations around the world are impacting on the lives of real people. Pupils are also able to appreciate that generally the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. Pupils learn about the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. Pupils learn about the action that is being taken across the world to reduce fossil fuel consumption through the development of renewable sources of energy.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
• Know, identify and explain what geographers define as mountains (a landform that rises at least 300m above its surrounding area).	• Know the key geographical features of Vestmannaeyjar (The Westman Islands) in Iceland	• Know, describe and explain how global warming is affecting weather patterns around the world

- Know, identify, locate and describe the location of the highest ranges of mountains in the world and the countries that they cover. (**Himalayas:** Pakistan, India, Nepal and Bhutan. **Karakoram:** Tajikistan, Afghanistan, China, and India. **Hindu Kush:** Afghanistan and Pakistan).
- Know that the movement of plates of the Earth's crust can form ranges of fold mountains.
- Know how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953 (because The Indian Plate and Eurasian Plate moved towards each other creating a fold mountain underwater. As the Tethys Sea narrows the layers of limestone rock containing crinoid fossils begin to buckle up into the air)
- Know, describe and explain why communities in the Cambrian Mountains are being affected by changes in weather patterns associated with climate change (farm land is becoming too cold and too wet to grow as many crops and rear animals).

(formed by volcanic eruptions, 15 islands, made from palagonite tuff and lava)

- Know the physical and human geography of Vestmannaeyjar and compare it to where we live (Human: only Heimaey is inhabited, fishing and farming are the main types of work, Physical: rocky and barren, 300m high cliffs)
- Know and explain why there are so few trees on Heimaey (the Vikings cut down the grass, moss and small shrubs replaced them, large herds of sheep grazed and soil erosion occurred now trees cannot grow here)
- Know and explain how volcanoes form (magma rises from hot spots along tectonic plates and erupts as lava through the cracks in the earth's surface).

(droughts, storms, heatwaves, rising sea levels, melting glaciers and warming seas).

- Know how countries around the world have acted to reduce global warming (investing in renewable energy and promoting sustainability).
- Know how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions (car share, reduce, reuse, recycle, wash on a cooler cycle, turn the heating down a degree, buy second hand).
- Know, describe and explain how each of the main renewable sources of energy works (wind, hydro, solar, bioenergy).

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- Name and locate counties and cities of the United Kingdom
- 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 United Kingdom and the wider world
- 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 graphs, and digital technologies.
- Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

CLASSWORK AND FIELDWORK

- Use maps to locate rivers in Bolton

- Make a map to the river
- Written task – How to look after and protect the river
- 8 points of compass
- 6 figure grid references
- Compare river environment to school environment
- River dipping for invertebrates
- Plant survey of grassland , using quadrants – statistics
- Survey of trees around the river bank

Year 6

Autumn Term	Spring Term	Summer Term
UNIT: Why is Fairtrade fair?	UNIT: Who are Britain's national parks for?	UNIT: What is a river?
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils explore trade and discover the interconnectedness and interdependence of the world in which they live. Children find out that 45 per cent of everything young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad. This unit enables pupils to understand what international trade entails. When studying the Silk Road, pupils learn about the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. Pupils are supported to investigate exactly what the UK imports from China and why. Pupils learn that there are commodities produced in and exported from the United Kingdom that are highly sought-after in China. They are introduced to the concept and practice of Fairtrade. They learn about banana farmers in St Lucia and are then encouraged to investigate the significance of Fairtrade within their own school.	Pupils learn about National Parks and their significance to both the physical and human geography of the United Kingdom. Pupils investigate why the United Kingdom has National Parks, their special qualities and how they are managed, exploring the interrelationship of people with their environment. They identify the location and distribution of the 15 National Parks in the United Kingdom and understand the rationale that underpins them. Pupils then look at Southwest England and the two National Parks of Exmoor and Dartmoor. The Exmoor line of enquiry illustrates the first purpose of National Parks – the protection and conservation of environments of great scenic value and its associated wildlife. The Dartmoor investigation exemplifies their 'cultural' and 'heritage' importance. In both cases, pupils are able to appreciate how people are actively encouraged to visit and pursue activities in the National Parks. Pupils learn how farmers help National Parks to both protect and conserve the environment so that people can enjoy them. Finally, they are asked to compare National Parks in the United States with those in the United Kingdom, in particular the Everglades National Park (adding to their	Pupils are taught to understand the features and processes of rivers. Many settlements in the United Kingdom, no matter what size, will have rivers flowing through or close to them. The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Pupils are supported to apply a wide range of geographical skills that draw upon map work, satellite imagery and GIS resources to consolidate their understanding. Pupils explore rivers further, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.

	understanding of Florida, which was introduced as a contrasting region in North America in the Lower Key Stage 2 programme).	
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
• Know the UK's trade links with other countries and explain who we trade with and what we trade with them (China – premium, designer and luxury brands). • Know and can explain the importance of fair trade to fund (fair prices fund education, better housing, better schools and medical facilities) • Know what a global supply chain is and explain it (a network between an organisation and its suppliers and consumers that incorporates all the transactions in transforming raw goods into marketable products). • Know how trading has changed through history.	• Know, describe and explain the distribution of the 15 National Parks in the UK (there are 10 National Parks in England, three in Wales and two in Scotland) • Know the common key natural features of the National Parks of the UK (natural beauty, beautiful wildlife and fascinating cultural heritage make these living and working landscapes truly unique). • Know how National Parks actively encourage visitors to enjoy and learn about what makes them special (volunteering opportunities, website actively encourages visitors). • Know, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom (Maintaining and developing biodiversity, protecting population centres from flood risk, providing drinking water for our towns and cities and preserving our heritage) • Know who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do (mainly the National Trust and Forestry Commission).	• Know how to use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the upper (steep/fastest flow), middle (flatter, wider, meander) and lower (slow and wide) course of a river . • Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river. • Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife (Tens of thousands of birds, mammals, fish and other wildlife depend on estuarine habitats as places to live, feed and breed). • Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London (20,000 people perished from famine in the ensuing food).

Whole School Local Geography Week

KEY KNOWLEDGE & SKILLS:

- Name and locate counties and cities of the United Kingdom
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- 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 United Kingdom and the wider world
- 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 graphs, and digital technologies.

CLASSWORK AND FIELDWORK:

- Write a tourist guide – include maps
- Assessing sustainability - Egan wheel
- Survey linked to Egan wheel
- Survey linked to Egan wheel – go out and ask q's to local community
- Themed walk – look at re-development – new buildings; spaces under construction - local area walk to gather information for tourist guide
- Photography skills – take photos of features of school from unusual angles