

CURRICULUM DESIGN for GEOGRAPHY

Geography INTENT

At Eden Park, we aim to deliver a high-quality geography curriculum that educates all children on the unique geography of Brixham and its place in the wider world. Children will develop an understanding of core subject knowledge enabling them to form their own opinions on key geographical issues, including those local to them such as the fishing industry and in a wider context such as climate change. Where possible, visits and visitors will be used to inspire interest and peak curiosity.

Four repeated geographical themes allow children to build on substantive prior knowledge. They are weather, oceans, environmental geography and studies of location and place. These have been deliberately chosen to reflect our children's experience of geography. These themes are supported by the "voices" of geography (disciplinary knowledge) that weave throughout children's learning.

Whilst all core values are essential in our curriculum delivery, geography specifically supports the values of respect and teamwork.

Geography IMPLEMENTATION

Geography follows the National Curriculum; objectives are delivered through long and short enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The 'voices' (which form our disciplinary knowledge) ensure skills specific to Geography are taught each year. The curriculum makes use of prior substantive knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through SLT reviews: The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. Kahoot quizzes are also conducted at the beginning and end of the enquiry. Children will enjoy school trips, welcome visitors and, in Key Stage 2, participate in residential – all of which works to enrich their experience within Geography.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within Geography.

Geography IMPACT

Impact of teaching and learning will be determined through SLT and subject leader reviews and observations as well as Kahoot quizzes. This information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in this document.

Progression of Knowledge

Our Geography curriculum for KS1-KS2 follows four main themes: weather, oceans, locational studies (this is where children take a deeper look at the physical and human geography of specific places) and environmental geography. There is an expectation that children will use their prior learning (colour coded below for ease) and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of the World has been strengthened and deepened through this purposefully mapped out curriculum.

In **Early Years**, children will encounter Geography through Understanding of the World. Here children will look at people, culture and communities and the natural world. They will leave Early Years with a basic understanding of where they live and how this differs to other areas (Brixham and Beyond). Children are also well prepared for their Y1 learning on the weather through their daily discussions and observations of whether conditions and seasons. Year 1 build on this prior learning and extend it through their fieldwork studies. The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

Weather		Oceans		Locational and Place knowledge		Environmental geography	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Long Enquiry	<u>WEATHER:</u> Seasonal and daily weather in the UK and a comparison to a different locality.	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Identify the countries and cities of the UK and compare to Gambia.	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Human and physical features of Africa with a closer look at Egypt.	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Locate the worlds countries with a deeper look into the location of European countries and their capital cities.	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Exploration of the World: to include North America, South American, Australasia and Asia.	<u>WEATHER</u> Climate change and natural disasters.	
Short Enquiry	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Brixham	<u>OCEANS:</u> name and locate the world's seven continents and five oceans.	<u>LOCATIONAL KNOWLEDGE and WEATHER:</u> settlements	<u>OCEANS:</u> What lies beneath? Community links with fish market from sea to plate.	<u>LOCATIONAL AND PLACE KNOWLEDGE:</u> Human and physical features of Antarctica.	<u>ENVIRONMENTAL GEOGRAPHY</u> Plastic pollution with a specific focus on human geography and the impact this has on our planet.	
End point:	By the end of Key Stage 1 , children will: <ul style="list-style-type: none"> ✓ Locate their town on a map and talk about key geographical features. ✓ Name continents and oceans on a world map. ✓ Know the four seasons and the weather associated with it. ✓ Name for four countries of the UK and some major cities and rivers. ✓ Understand how maps represent locations. ✓ Understand how data supports geographical interpretation. 		By the end of Key Stage 2 , children will build on their prior knowledge of human and physical geography and extend this further. Children will: <ul style="list-style-type: none"> ✓ Have a secure knowledge of specific countries within each continent. ✓ Have an understanding of the impact of human actions on the planet. ✓ Build on their prior knowledge of weather in the UK and develop a clear understanding of how weather conditions impact across the planet. ✓ Understand how some physical features have been formed and created i.e. river and mountain formations. ✓ Have a greater understanding of the local industry, specifically Brixham as a major fishing port. 				
Care has been taken to ensure varied locations are studied so that children leave Eden Park with a wider knowledge of the world.							

Woven throughout our Geography curriculum are our ‘Voices’. It is our intention that the voices are used during geography teaching. Children will therefore encounter these ‘Voices’ repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific ‘voice’, such as **Locational Knowledge** and build upon this in their Learning Enquiries. The ‘Voices’ are progressive.

The Voices of Geography (Disciplinary Knowledge)

Develop Location knowledge.		Develop Place Knowledge		Environmental, physical and human geographical features of the world. Know how humans are affected by and impact on the planet.		Geographical skills and fieldwork	
<ul style="list-style-type: none"> Understand where places are Know some associated geographical landmarks. Have a secure knowledge of land masses and water around the world. Name and locate studied locations. 		<ul style="list-style-type: none"> The connection of location and physical and or human geography processes with personal experience 				<ul style="list-style-type: none"> Interpret geographical information such as: maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Use research information collected to support children’s understanding of a locality. Communicate geographical information in a variety of ways. 	
EYFS	✓	EYFS	✓ I can talk confidently about my local community. ✓ I can talk about similarities and differences between life in this country and other countries.	EYFS	✓ I can care for the natural world. ✓ I understand the effect of changing seasons. ✓ I can talk about the daily weather and predict tomorrow’s weather.	EYFS	✓ I can draw information from a simple map. ✓ I can find out about and explore my local environment.
KS1	✓ I can ask and respond to simple questions about places. ✓ I can use simple geographical vocabulary to refer to landmarks. ✓ I can locate the 7 continents and 5 oceans on a world map. ✓ I can locate places studied on maps. ✓ I can name the 4 countries of the UK and the 4 capital cities.	KS1	✓ I know Britain is an island and is part of Europe. ✓ I have studied my hometown in terms of key features such as beach, harbour, hill, moor and ocean. ✓ I can compare my locality to another non-European country using written evidence and pictures. ✓ I can use simple vocabulary (e.g. hill, road, coast) ✓ I ask and answer simple questions such as “what would it be like to live in this place?”	KS1	✓ I can investigate physical and human features of my surrounding environment. ✓ I can apply my knowledge of physical and human features to selected countries in the world. ✓ I understand key human features of places studied including port/ shop/ town/ school ✓ I have studied the impact of climate change on weather and my locality (e.g., school flooding) ✓ I can discuss the fishing industry both locally and in Africa. ✓ I can consider the causes and consequences of poor water sanitation in some countries (The Gambia).	KS1	✓ I can describe a locality using my observations. ✓ I can use simple resources to research and find out about places. ✓ I can recognise simple features of a map. ✓ I can use photographs and maps to identify basic features. ✓ I can collect information from fieldwork to deepen my understanding. ✓ I can complete simple data collecting exercises (surveys, weather charts) and look for patterns. ✓ I can compare places in terms of geographical features (e.g., Brixham and Bakau) ✓ I understand the four compass points and can use locational language. ✓ I can devise simple maps and use a key. ✓ I can ask questions about my environment and other environments and look for answers. ✓ I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing)

Y3/4	<ul style="list-style-type: none"> I can ask geographical questions and communicate my findings. I can recognise similarities and differences between places using geographical language. I can describe and understand key aspects of different types of settlement. I can identify the position and significance of the Equator 	Y3/4	<ul style="list-style-type: none"> ✓ Use correct geographical words to describe a place ✓ Locate and explain the continents and polar regions in terms of as places. ✓ Describe places named in the study units. ✓ I can explain why people live in cities and the attraction of doing so and why people may decide not to. 	Y3/4	<ul style="list-style-type: none"> ✓ I can identify the human and physical features across a continent (Africa) and identify the impact they have on life. ✓ I understand the water-cycle and how this shapes land and settlement. ✓ I can compare localities (Vigo and Brixham) using human and geographical features. ✓ I have a deeper understanding of poor water sanitation and examined to work of charities to improve this. ✓ I have an awareness of local trades and how they work to support or impact on the environment (fishing) 	Y3/4	<ul style="list-style-type: none"> ✓ I can use atlases and globes to locate European countries and identify key physical features. ✓ I can interpret photographs to help build a picture of a locality. ✓ I can give reasons for similarities and differences between places using what I know about other countries. ✓ I can analysis data I have collected to ask and answer questions. ✓ I can use simple resources to collect relevant data to help interpret a locality. ✓ I can be involved in geographical debate and communicate clearly. ✓ I can draw detailed field sketches and create symbols and keys. <p>Residential</p> <ul style="list-style-type: none"> ✓ I can use the eight compass points to navigate a simple path. ✓ I recognise some simple symbols on an OS map ✓ I can use simple grid references for mathematical and geographical tasks. (Up to 4 points)
Y5/6	<ul style="list-style-type: none"> I can strengthen my understanding of localities across the world e.g., hemispheres, the tropics and the poles. I can give reasons for similarities and differences between places using what I know e.g., weather conditions and formation of mountains. 		<ul style="list-style-type: none"> ✓ Using maps, aerial photos, plans and web resources I can describe a locality and make deductions. ✓ Link key geographical vocabulary to areas studied such as coast, river, meander, erosion, transportation, migration. ✓ Explain the location of cities (e.g., near rivers/ water) and also the layout of cities (e.g., industrial units away from housing and parks) 	Y5/6	<ul style="list-style-type: none"> ✓ I can identify some key environmental regions, such as the rainforests and deserts. ✓ I can investigate and summarise changes in the environment including environmental issues. ✓ I can understand that people can influence and change the environment and know that the relationship between human and physical worlds are interdependent. ✓ I have an in-depth understanding of causes and impact of natural disasters, including human influences. ✓ I have considered the environmental impact on the planet of human actions in a range of international locations. ✓ I understand the human and environmental impacts of the selected countries and of the impact on them, including glaciation/ migration and climate change. 	Y5/6	<ul style="list-style-type: none"> ✓ I can analyse and interpret results from investigations and draw conclusions. ✓ I can understand that the world resources are finite. ✓ I can communicate my findings using IT, graphs, diagrams, data and maps. ✓ I can consider the views of others and my own linked to geographical debate (e.g., the impact of plastic pollution vs the need for plastic) ✓ Using maps, aerial photos, plans and web resources I can describe a locality and make deductions. ✓ I conduct detailed surveys to support my thinking (e.g., waste disposal in school) <p>Residential</p> <ul style="list-style-type: none"> • I can use an ordnance survey map and understand grid references. (Up to 6 point) • I can create my own investigations and collect relevant information.

	YEAR 1		YEAR 2	
Theme	Locational knowledge	Weather	Oceans	Locational knowledge
Duration	Short Enquiry (Trip around Brixham)	Long Enquiry	Short Enquiry	Long Enquiry
National Curriculum	<ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, hill, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour; Geographical skills and fieldwork. 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. (Location within The Gambia) 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. Understand the impact of living in a different country without proper water sources/ sanitation. (Use the information provided in the book "Fatou, Fetch the water")
Specific content Substantive knowledge	<p>Identifying key physical and human features of Brixham to include: the harbour, the sea, breakwater, Cow Town and Fish Town, fishing industry, local housing, tourism.</p> <p>When learning about Brixham children should be reminded of Mutual Respect and how to</p>	<p>Local and National weather patterns; plotting these on a chart, compare the weather to other countries, typical seasonal weather, measure temperature, rainfall, an appropriate awareness of the water cycle.</p> <p>Climate change and the impact on school/ environmental expectations/ localised flooding</p>	<p>Identifying the continents and oceans around the world.</p> <p>Identify the countries and cities of the UK.</p>	<p>Small comparison study of the physical and human geography of the UK and comparing to Gambia. Plot Gambia on a map and use symbols in a key and aerial photograph to mark its major features.</p>

	care for their community and the environment (Great British Value).			Locate Bakau and compare to Brixham (studied in Year 1) and a fishing town. Use texts that teach “Fatou, fetch the water” When learning about Gambia you may be able to discuss Democracy (Great British Value).
Sequencing knowledge	Prior knowledge: UOW (EYFS) understand features of their own immediate environment during their work on ‘Brixham and Beyond’. Children discuss images of recognisable places in Brixham and visit places such as, Fire Station, The Library and local beaches. Future knowledge: use their understanding of Brixham and apply to extending knowledge of Brixham as part of the UK (ref. Y2 long LE).	Prior knowledge: UOW (EYFS) children participate in daily discussion about the weather. Through their outdoor learning, children discuss and notice the change in seasons. Seasonal resources are also used to equip the outdoor classroom. Future knowledge: develop understanding of the water cycle (ref. Y3 short LE).	Prior knowledge: Britain is part of the Atlantic Ocean (ref. Y1 short LE). Future knowledge: How the oceans impact upon trade and life for coastal communities across the world (ref. Y4 short LE).	Prior knowledge: observational skills (ref Y1 short LE) and map skills (ref. Y2 short LE) Future knowledge: broaden their knowledge of Gambia to include other countries within Africa (ref. Y3 long LE).
Tier 2 and Tier 3 vocabulary	Landmarks beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. South Pole/ North Pole Climate	Season Weather Equator Temperature Degrees Celsius Globe	Map Atlas Compass North, East, South, West Equator Countries/ cities/ towns Oceans Continents	European / non Human/ physical Similarities/Differences Contrast Compass Aerial photograph Symbols Diversity Africa Borders River Gambia Currency
Enrichment: trips, visitors etc	Berry head- dropped off at the bottom of the woodland (up from Berry head hotel), so they can experience woodland, coastal line, ocean, cliffs, beach). Trip 1 of the year.	The Met office is based in Exeter. Consider requesting a visitor coming to talk about their role. Also use secondary schools for possible links to weather stations.	Consider a trip to the Harbour and beach to see how humans impact on the area of the ocean and how humans use the ocean e.g. breakwater, harbour, fishing fleet, Shoalstone pool. Could link to charity work of RNLI through parents who are volunteers	Trip to another coastal town such as Dartmouth to compare. Consider boat trip and children to notice the human and physical features as they journey down the Dart. How does this compare to Gambia and Brixham? Use symbols and map skills to illustrate how different the localities are.
Computing Links	Google Maps – looking specifically at places they are familiar with in Brixham. This to include beaches, cliffs, the sea, Berry Head etc. Look at images of the South Pole / North Pole. What are the effects of different Climates? <u>Apps:</u> Google Street View Kids World Maps (<i>Clearly labelled, zoom-able maps of the world with 6 different modes: political, city, physical, deserts, mountains, rivers</i>). VIRTUAL REALITY- Google Earth VR. Expeditions App- VR and AR		Google Maps – looking specifically at places they are familiar with in Brixham and comparing that to other countries / continents. Look at what countries lay on the equator? What countries border with the different oceans? <u>Apps:</u> Google Street View Kids World Maps (<i>Clearly labelled, zoom-able maps of the world with 6 different modes: political, city, physical, deserts, mountains, rivers</i>). VIRTUAL REALITY- Google Earth VR. Expeditions App- VR and AR	

	YEAR 3			YEAR 4	
Theme	Locational Knowledge	Weather	Locational knowledge	Oceans	Locational knowledge
Duration	Short study		Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> I can describe and understand different types of physical geography including types of settlement and land use. 		<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography. This will include the location and characteristics of a range of the world's most significant human and physical features. 	<ul style="list-style-type: none"> I can 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. I can explore 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. 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through the study of human and physical geography. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-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.
Specific content Substantive knowledge	<p>Focus on UK and Europe, major mountain ranges, cities lakes and rivers and how weather affects physical geography and an awareness of how humans are impacted. Deepened understanding of the water cycle. Using maps and keys to identify physical features.</p>		<p>Human and physical features of Africa</p> <p>Maps – location of countries and major cities.</p> <p>Human and physical features: Rivers (River Nile), Settlements and land use (Pyramids). Serengeti.</p> <p><i>When discussing the human features of Africa children should be reminded of Democracy and Rule of Law (Great British Value).</i></p> <p>Consider environmental impacts on Africa, particularly related to global warming and drying up of water. Examine clean water campaigns. (Could do a focus here on raising money for charity)</p>	<p>Remind ourselves of the world's countries and take a closer look at the human and physical features of Vigo, Spain. This provides an opportunity to compare to Brixham as both are fishing ports. Consider the weather at sea, what lies beneath: coral reefs, jet streams, currents etc. Trade routes.</p> <p>Consider the impact of over fishing/ the need to keep fish stocks level in the sea and the impact that this has on business/ trade. Do Spanish fishermen have the same issues? Is there an</p>	<p>Conquering Europe</p> <p>A deeper look into the location of European countries and their capital cities. Consider looking at:</p> <ul style="list-style-type: none"> ✓ Land borders ✓ Shared geographical features. ✓ Major cities ✓ Cultural diversity ✓ Rich and poor countries in Europe ✓ How climate change impacts on them. <p>Choose 4 capital cities which provide a good contrast e.g. Reykjavik, Oslo, Edinburgh, Rome. (consider a French fishing port or city such as Marseille to support MFL)</p>

				Using maps to identify countries and compasses to describe their geographical positions in relation to others and the equator.
Sequencing knowledge	<p>Prior knowledge: water cycle (ref Y1. Long LE) and previous use of maps (ref. Y2 long LE). Name world's oceans (ref. Y2 short LE).</p> <p>Future knowledge: Knowledge of oceans (ref. Y4 short LE). Flooding and natural disasters (ref. Y6 long LE).</p>	<p>Prior knowledge: use knowledge of Gambia and extend (ref Y2 long LE).</p> <p>Future knowledge: awareness of Tropics of Cancer and Capricorn (ref. Y5 long LE).</p>	<p>Prior knowledge: fieldwork (ref. Y1 short LE). Use knowledge of oceans (ref. Y2 short LE).</p> <p>Future knowledge: environmental and sustainability (ethical fishing) (ref. Y6).</p>	<p>Prior knowledge: building on from their locational knowledge in Y3 short LE and Y2 long LE.</p> <p>Future knowledge: this builds up to a study in Y5 whereby the remaining continents are covered.</p>
Tier 2 and Tier 3 vocabulary	Settlement Erosion Evaporation Precipitation Vapour Europe Countries Counties Cities Towns Villages Topographical Economic activity Trade Distribution of natural resources	Location Countries Cities Human / Physical features Rivers (including the Nile)	Maps/Atlas/Globe Grid reference Equator Names of world Oceans (KS1) and some seas Trade routes Over fishing/ quota	Europe Contrast Aerial photograph Symbols EU/Non EU Culture Diversity Grid references Ordnance Survey Climate change
Enrichment: trips, visitors etc	Trip to the moors (Houndtor- deserted medieval village for History link also) English-heritage.org.uk/visit/places/hound-tor-deserted-medieval-village/		Visit Brixham harbour and visit the fish market. Consider interviewing a fisherman to gain insight into the Industry and what it is like to be at sea in different weather conditions. Industry representatives will willingly talk to children. Fish market may support DT unit on cooking.	
Computing Links	<p><u>Apps:</u> OpenStreetMap – children can access an editable map of the world Google World- Identifying where different countries are within Europe</p> <p>VIRTUAL REALITY- Google Earth VR. Expeditions App- VR and AR</p>		<p>ebooks- Children to create their own ebooks based on their exploration of country</p> <p><u>Apps:</u> Map Quest. Google World- Identifying where different countries are within Europe/ rivers within the world</p> <p>VIRTUAL REALITY- Google Earth VR. Expeditions App- VR and AR</p>	

	YEAR 5		YEAR 6	
Theme	Locational knowledge: Exploration of the World	Locational knowledge: Exploration of the World	Environmental geography and sustainability: Plastic Pollution	Environmental geography and sustainability: Climate change and natural disasters
Duration	Short study	Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> I can 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) I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> I can 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) I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I understand the human and environmental impacts of the selected countries and of the impact on them, including glaciation/ migration and climate change. To extend knowledge and understanding beyond the local area to include North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. 	<ul style="list-style-type: none"> To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> To understand physical geography, including: climate zones, volcanoes, earthquakes and other types of natural disaster. To extend knowledge and understanding beyond the local area to include the location and characteristics of a range of the world's most significant physical features. To consider the impact of local weather disasters on the locality. To 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).

Specific content Substantive knowledge	Antarctica key physical features of the locality, International zone, tundra, seasonal changes of this area, impact of environmental changes on Antarctica. Position of Antarctica and an understanding of the North and South Pole and magnetic pole.	The Americas (USA, Peru, Chile), Australasia (Australia) and Asia (China). Exploration of the World Northern Hemisphere: - position and countries it includes/ geographical characteristics. Southern Hemisphere: position and countries it includes/ geographical characteristics. Continent coverage: The Americas (USA, Peru, Chile), Australasia (Australia) and Asia (China).	Plastic and air pollution and a deeper understanding of the human impact on the planet. Discuss the impact that recycling has on the planet. When learning about plastic pollution children should be reminded of Mutual Respect, Rule of Law and Responsibility (Great British Value).	Understanding cause and effects of climate change around the world. Identifying and explaining different types of natural disasters (where they occur and why). How have they shaped human and physical geography over the years. When learning about climate change and natural disasters children should be reminded of Mutual Respect, Democracy and Responsibility (Great British Value). Consider the work of charities that support the impacts of local and international disasters. Consider fund raising for selected charities (Global citizenship)
Sequencing knowledge	Prior knowledge: European cities (ref Y4 long LE). Future knowledge: Environmental and sustainability (ref Y6 long LE). Heightened understanding of a broad range of locations across the world. This should aid aspiration to different localities.	Prior knowledge: knowledge of Africa and the Equator (ref. Y3 long LE). Future knowledge: heightened understanding of a broad range of locations across the world which should aid aspiration to different localities.	Prior knowledge: children will bring their own understanding of this topic to the enquiry through their work in SMSC, PSHE and our values. Future knowledge: use this knowledge to become responsible citizens of the future	Prior knowledge: ref. Y6 short LE. Future knowledge: use this knowledge to become responsible citizens of the future
Tier 2 and Tier 3 vocabulary	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Environmental regions	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Global warming, Migration/ glaciation/ Climate change. Environmental regions.	pollution recycling – reduce, reuse, recycle climate change atmosphere pollutant conservation Greenpeace/ Sea Shepard/	climate zones, volcanoes, earthquakes natural disaster. Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zone
Enrichment: trips, visitors etc		Involvement of local travel agents/ South Devon College.	Beach Clean Visitor - expert in climate change Possible links to art curriculum and artists who work with recycled material.	Visit: RNLI and the impact of local disasters. Visit Brixham Museum. Involvement of international charities that deal with disasters such as Oxfam/ ShelterBox.
Computing Links	K Stars- an interactive world map as if taken from a telescope in Space, a geographical simulation from the night sky.		NASA World Wind- exploring the terrain in 3D of the world. MapSphere- children can organise their own geographical data through exploring the world. Geotracking for the ShelterBox if funding is raised. VIRTUAL REALITY- Google Earth VR.	