

Geography Curriculum Plan Overview - Three Rivers Federation

By the end of Year 6, pupils will understand the part of the world in which they live. They will also understand and celebrate their family heritage. They will also have developed a broad understanding of how their locality sits within the country, the continent and the world. Pupils will have an understanding of how the world has changed and developed over time, both in terms of its physical and human geography.

Progression threads:

1. Overview of country/city pupils are learning about
2. Map work (geographical skills)
3. Physical geography: natural features in a landscape and the impact of these on the development of a location (settlements)
4. Human geography: case study/example of the impacts of politics or tourism; how humans interact with their environment and what impact they might have

Every year group has the opportunity to learn about geography from a **local, national and global** perspective.

	KS1		Lower KS2		Upper KS2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Understanding the World</u> • All about me • Colour • Autumn • Christmas (around the world)	London	Hot and Cold Places	Exploring the Mediterranean	Rainforests	Exploring North America: USA	Exploring South America: Brazil
<u>Understanding the World</u> • Winter • Space • People who help us • Goldilocks and the three bears (mapping and hot and cold)	<i>Fieldwork project:</i> Where do we live?	Near and Far: Coasts Around the World	Food for Thought	Rivers and the Water Cycle	Living with Natural Disasters: Volcanoes and Earthquakes	Near and Far: Exploring mountains
<u>Understanding the World</u> • The zoo • Plants and life cycles • Looking after our planet • Pirates		<i>Fieldwork project:</i> What is my local area like? Mapping Clyst St Mary	<i>Fieldwork project:</i> Dartmoor land use	<i>Fieldwork project:</i> Rivers	<i>Fieldwork project:</i> What is my local area like? Mapping Clyst St Mary	<i>Fieldwork project:</i> Living on the Coast

Unit Title	Unit Description	National Curriculum Links
EYFS		
<u>Understanding the World</u> • All about me • Colour • Autumn • Christmas (around the world)	<u>Understanding the World</u> - Draw information from a simple map - Recognise some similarities and differences between life in the UK and life in other countries - Explore the natural world around them - Recognise some environments are different from the one in which they live	Endpoints (ELG): <u>People, culture and communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in the UK and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps <u>The Natural World</u> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class. - Understand some important processes and changes in the natural world around them, including the seasons.
<u>Understanding the World</u> • Winter • Space • People who help us • Goldilocks and the three bears (mapping and hot and cold)		
<u>Understanding the World</u> • The zoo • Plants and life cycles • Looking after our planet • Pirates		

YEAR 1

Mapping the world: Where in the world do we live?

End Points of Learning:

Pupils making a good level of progress will:

- Describe the difference between continents and countries.
- Name, locate and identify the countries and capital cities of the UK.
- Locate their school on a map of the UK.

Lesson Overview

1. Continents: What are the different continents of the world?

What is a continent?

What are the different continents of the world?

What is their weather like?

2. Countries: What are countries?

3. The UK: Where in the world is the UK?

What are the 4 countries in the United Kingdom?

What geographical features are there in the UK?

4. Capital cities: What are the capital cities of the UK?

What is a capital city?

What are the capital cities of the UK?

What are their geographical features?

Locational knowledge

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

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

	5. Where is Clyst St Mary Primary School? Pupils 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.	
London	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Locate London on a map of the UK • Discuss London's status as a capital city, its famous landmarks and how people travel around. • Use aerial photos and plan perspectives to locate/recognise landmarks. • Devise a simple map of London. • Compare London to Clyst St Mary. <u>Lesson Overview</u> 1. Where is London located in the UK? Pupils will locate London using an OS map. Pupils will learn to use locational language, such as near and far. 2. What are some London landmarks? Pupils will locate, recognise and identify different landmarks in London, using aerial photos and plan perspectives. 3. London transport: how can we get around London?	Locational knowledge 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 geography Refer to 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

	Pupils will learn about different forms of transportation around London: trains, tube, cars, taxis, bikes... 6. Where is Clyst St Mary located in the UK? Pupils learn about what a village is and consider what landmarks/ geographical features are in/near their village. They will consider what transportation systems are available to them in and around Clyst St Mary. 7. Comparing London to Clyst St Mary Pupils will learn about similarities and differences between London and Clyst St Mary: How are Clyst St Mary and London different? How are they the same?	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

YEAR 2

Near and Far

What is my local area like?

Mapping Clyst
St Mary

End Points of Learning:

Pupils making a good level of progress will:

- Use [simple] fieldwork and observational skills to study the geography of their school and its grounds
- Identify key human and physical features of its surrounding environment.

A fieldwork investigation of the local area's human and physical geography.

1. Key geographical questions and prior knowledge
2. Mapping your local area and planning your investigation
3. Recording data in the field
4. Presenting your results
5. Compare to a non-European country (e.g. Tanzanian journey to school).

For example: plot a route to school and identify what can be seen along the way + non-European comparison: What might they see on their way to school? How could it be similar or different?

Example of study:

<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB>

Locational knowledge

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 geography

Refer to 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
Coasts around the World	<u>End Points of Learning:</u> Pupils making a good level of progress will: - Identify physical and human features of coasts regions in the UK, through a detailed exploration of the coastal town of Dawlish, Devon. - Compare Dawlish to a small area in a contrasting non-European country (Nungwi Beach, Zanzibar Island, Tanzania - Tanzanian Coast). <u>Lesson Overview</u> 1. Where is the coast? Pupils will locate the coast of the UK on a map. Pupils will know that the coast is the point where the sea and land meet. Pupils will find local beaches on the map in relation to their school. 2. What is the difference between oceans and seas? Pupils will draw on their learning from the 'Hot and Cold' places unit to locate the 5 oceans. Pupils will understand that seas are smaller parts oceans and typically enclosed by an area of land. Pupils will locate the seas around the UK. 3. Coastal features Pupils will identify the physical geographical features of	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 Physical geography Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather Human geography Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork

	coastal areas, including: beach, cliff, coast, sea, vegetation. Pupils will look at examples of local beaches and identify features (for example: Exmouth, Dawlish, Sidmouth). 4. Why do people live by the sea? Pupils will identify the human features of coasts areas (for example: Exmouth, Dawlish, Sidmouth), including port, harbour and shop. Pupils will discuss the benefits of living on the coast (for example, fishing industries). 5. What is the coast like in Tanzania? Additional opportunity to learn about the RNLI and coastal dangers during this unit of study.	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
Hot and Cold Places	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Know the location of the Equator, North Pole and South Pole. • Know the location of hot and cold areas around the world in relation to the Equator and the North and South Poles. • Know different types of wildlife found in these places. • Use the four points of a compass, to describe locations. <u>Lesson Overview</u> 1. Exploring the Globe: what are countries, continents and oceans?	Locational Knowledge Name and locate the world's seven continents and five oceans. 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

	In this lesson, pupils will identify the seven continents, use atlases to find countries in specific continents and identify and name the five oceans. 2. North, East, South or West? Pupils will learn simple compass directions (North, East, South and West) and use these to describe the location of features/places. 3. Where is the North and South Pole? Pupils will learn the locations of the North and South Poles and identify similarities and differences between the two poles. Pupils learn what animals are at which pole. 4. What challenges are there living in a polar climate for people and animals? Pupils will learn what 'climate' means and that it is different to weather. Pupils consider the challenges that they might face if they lived in a polar climate. 5. Where is the Equator? What is it like to live in the Equatorial climate zone? Pupils will learn what the equator is and that the equatorial climate zone is hot and wet all year round. Pupils will learn what kinds of wildlife live on the equator. 6. What is the difference between the poles and the equator?	Geographical skills and fieldwork 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.
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	Pupils will identify similarities and differences between the equator and poles. Useful resources: https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/ https://www.bbc.co.uk/bitesize/articles/z9vxwnb https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=45959a43-b300-432d-8ed2-e3c1947e8303&lang=en-GB https://www.metoffice.gov.uk/weather/climate/climate-zones	
YEAR 3		
Exploring the Mediterranean	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Locate the region of the Mediterranean, Italy and some of its prominent cities on a map. • Explain geographical similarities and differences between a region in Italy (Mediterranean) and Devon (their locality). The unit moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Naples, Italy) whilst identifying core opportunities for learning at each geographical scale. <u>Lesson Overview</u> 1. A bird's eye view of Europe: what's on the map?	Locational knowledge 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

	This lesson takes a bird's eye view on Europe. In this lesson, children begin to build up a picture of Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains. It establishes basic locational knowledge of Europe, using geographical language and concepts to describe its location within the wider world. It develops an understanding that Europe is comprised of many different countries. 2. What's so special about the Mediterranean? This lesson explored the different countries that make up the Mediterranean and the special characteristics of the Mediterranean climate (hot, dry summers and cool, wet winters). The lesson demands that we ask: how does the sea affect life in the countries that border it? What is so special about The Mediterranean? What are some of its human and natural wonders? What connections do we have to it? 3. Zoom in on Italy: a country of cities and regions This lesson 'zooms' in on Italy as a country of regions and cities. It considers the notion of scale within a country and encourages enquiry into the division of Italy into regions and how those regions function with their unique character and histories. 4. Bologna and the Bolognese: a city of education and food In this lesson pupils look in more detail at one specific city: Naples (Campania region). Pupils are invited to devise their	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 Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food Physical geography Climate zones, biomes and vegetation belts Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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	own process for enquiring into an aspect of life in the city. This activity encourages reflection on the positives and negatives of life in Bologna, and things that they find interesting about it. 5. What is it like to live near Mount Vesuvius? This lesson introduces pupils to Pupils find out what it is like to live near a potentially dangerous volcano and why people still might want to live there. 6. Campania and Devon: A Comparison Pupils will be encourages to reflect on similarities and differences between life in the Campania region of Italy and Devon, UK. Comparison/reference could be made between both places having a Roman past (Exeter and Naples) and thus architecture/city layout/tourism based around that. Useful resources: https://www.rgs.org/schools/teaching-resources/the-mediterranean/	
Food for Thought	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Understand how food production is distributed globally and make connections with their locality. • Understand how farming is an important economic activity and land use in their local area. • Consider issues of sustainable food production including food miles and fair trade food production. Useful resources: https://schools.fairtrade.org.uk/	Locational knowledge 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

	1. Where does our food come from? Pupils discover where in the world food comes from and understand the global distribution of food. 2. How and where is food grown in the UK? Pupils will find out about where land is farmed in the UK and why some parts of the country are more suited to farming than others. They will learn the difference between arable and pastoral farming and the journey of food from 'farm to fork'. 3. A year in the life of a farm Pupils will make links about what happens on a farm in different seasons as a result of the weather. Pupils will understand ways farms sell their produce. 4. What are food miles? Pupils will consider the link between sustainability and food miles. They will learn about sourcing some food locally and the positive environmental impact these choices can make. 5. What is fair trade? Fair trade: pupils will discuss the merits of food food that is 'fair trade' and why it is necessary to have this label. 6. What is produced on the farms surrounding Clyst St Mary? Opportunity for fieldwork: investigating landuse patterns in and around Clyst St Mary (related to agriculture). Trip to Shillingford Organics (local farm).	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 Human geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food Physical geography Climate zones, biomes and vegetation belts Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
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Dartmoor: Landuse	<u>End Points of Learning:</u> Pupils making a good level of progress will: - Use a map (and a map's key) to locate Dartmoor and identify human and physical geographical features. - Identify human and geographical features on a map and in person. - Understand how land can be used in a variety of ways and how this can change over time. How is the land on Dartmoor used? This unit consists of three lessons, which provide foundational knowledge: locating Dartmoor and understanding/using maps; identifying the difference between human and physical geographical features and what these might look like on Dartmoor; understanding what landuse is and how the land on Dartmoor is used. It then concludes with a fieldtrip to Dartmoor, where pupils use map reading and fieldwork techniques such as field sketches/sketch maps to answer the overarching enquiry question: how is the land on Dartmoor used? Lesson 1: How can we find our way around Dartmoor? Use maps to locate Dartmoor and then investigate sections of Dartmoor and what can be found there, using a map key. Use Digimaps for Schools in this lesson (either on the computer or resource print-out). Lesson 2: What are human and physical features on Dartmoor?	Locational knowledge 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. 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 Physical geography Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 4 points of a compass,

	In this lesson, pupils will understand the difference between human and physical features on a map and in person. They will look at photos of Dartmoor and identify human/physical features. Lesson 3: How is the land on Dartmoor used? Pupils will learn about different landuse patterns on Dartmoor, with the focus on its farming industry (as well as tourism and settlements). This is a useful link: https://www.dartmoor.gov.uk/living-and-working/farming Lesson 4: Fieldtrip to Dartmoor Use maps to locate and find way (using basic key symbols); record human (and some physical) features of Dartmoor on a map and in person; draw a fieldsketch of the area at 2 or more locations, labelling features. See following link from the Royal Geographical Society for fieldwork method examples: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	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 4		
Rivers	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Understand how rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. • Describe and explain the stages of the water cycle	Locational knowledge 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);

	• Understand that while only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. <u>Lesson Overview</u> 1. What is the water cycle? Pupils will learn what the water cycle is and that a fundamental characteristic of the water cycle is that it has no beginning and it has no end. 2. What is the journey of a river like? Pupils examine <u>a model river system</u>, following the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. Pupils will understand the geographical location of the main rivers in the UK. 3. What is the journey of the River Exe like? The focus will move to the River Exe (local major river). Then, looking closely at three OS map extracts at different points along the Exe, pupils develop their map skills. These mapping activities will also highlight the physical features of the river system and ask pupils for evidence of how the use of the River Thames has changed over time. 4. How and why do rivers flood? Pupils will understand the process of flooding and why and	and understand how some of these aspects have changed over time 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 Human geography Types of settlement and land use; distribution of natural resources including water Physical geography Rivers and the water cycle 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
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	how rivers breach their banks. Using a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places. 5. What are rivers like around the world? The focus turns to North and South America, as well as England's highest unbroken waterfall. Pupils will learn about the structure and formation of waterfalls. Using case studies of the Niagara Falls on the US/Canadian border and the Angel Falls in Venezuela, pupils will understand more about the physical and human geography of these spectacular river features. Gaping Gill, England's highest unbroken waterfall will also be featured. Locational knowledge of the major rivers in each continent will be covered in this lesson. 6. Opportunity for fieldwork: visit the River Clyst (in the village - the River Clyst is a tributary to the River Exe), River Otter OR visit to the River Exe (Topsham/Exmouth) - see Unit 3 Year 4 Please refer to this sequence by the Royal Geographical Society when teaching this sequence: https://www.rgs.org/schools/teaching-resources/rivers-(1)/ Please explore the sequences below for additional resources: https://beavertrust.org/wp-content/uploads/2023/05/KS2-Geography-presentation_PDF.pdf Follow this link to the teacher notes to accompany the powerpoint/lesson overview https://beavertrust.org/wp-content/uploads/2023/05/KS2-Geog	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.
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	raphy-Lesson-Pack-V2.pdf (Designed by Harriet Cook for The Beaver Trust). It includes more detail on every lesson and activities/resources.	
Rainforests	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Locate rainforests on a world map, with reference to the equator and Tropics of Cancer and Capricorn • Discuss key geographical features of a rainforest region, including climate, flora and fauna. • Describe and explain how and why rainforests are under threat (e.g. logging and clearing for agriculture and infrastructure). <u>Lesson Overview</u> 1. Where in the world are rainforests and why are they there? This lesson locates tropical rainforests in relation to the Equator and the Tropics of Cancer and Capricorn. This lesson also explores key geographical features of a rainforest region including the climate, rainfall of temperate and tropical rainforests and rivers. 2. The Layers of the Rainforest This lesson investigates the four layers of the rainforest and how different creatures have adapted to forest life. 3. Resources of the Rainforest	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 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) Human geography Trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts

	This lesson explores what resources rainforests can provide humans with (e.g. medicines and precious metals). 4. The Rainforest Under Threat This lesson explores how tropical rainforests are under threat from logging (for energy/paper), mining and agriculture (land is cleared to make space for cattle and soy plantations). 5. Rainforests in the UK? Possible trip/fieldwork opportunity: Eden Project (possible to coincide with Y6 Brazil unit?). Useful resources: https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/rainforests/	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Fieldwork investigation: Rivers (physical geography focus)	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Identify the main features of a local river. • Understand that the individual features of the local river are part of a larger river system. Greater depth learners might question how the features of their local river 'fit' with the characteristics of a river system as it flows downstream from its source to its mouth. • Compare this study with previous learning about UK rivers and compare and contrast their local river with other UK rivers. This unit will provide pupils with insight to the main geographical features of a river, with particular focus on	Locational knowledge 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. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a

	physical geography. <u>Lesson Overview:</u> Lesson 1: Asking geographical questions and eliciting prior knowledge Lesson 2: Planning fieldwork Lesson 3: Collecting data in the field Lesson 4: Processing data and presenting results Please follow this link to the lesson sequence here (teaching resources/lesson pack): https://beavertrust.org/wp-content/uploads/2023/05/Fieldwork-Pack.pdf (Designed by Harriet Cook for The Beaver Trust). It includes more detail on every lesson and activities/resources. Further examples and ideas for fieldwork: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=e4e4d7f3-ed10-4770-9241-462ca6e8577e&lang=en-GB This link has additional resources including wordmats and knowledge organisers: https://beavertrust.org/education/education-resources/	region of the United Kingdom, a region in a European country, and a region within North or South America Human geography Describe and understand 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 5		

What is my local area like? Mapping Clyst St Mary	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Identify and describe the main human and physical geographical features of their local area. • Identify and explain changes in the geography of their local area over time. • Use OS maps, observation and fieldwork sketches to develop and geographical understanding of their local area. <u>A fieldwork investigation of the local area's human and physical geography.</u> 1. Key geographical questions and prior knowledge 2. Mapping your local area and planning your investigation 3. Recording data in the field 4. Presenting your results Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	Locational knowledge 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 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 geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Rivers
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		Geographical skills and fieldwork 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.
Living with Natural Disasters: Volcanoes and Earthquakes	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Know what tectonic plates are, where volcanoes can be found globally, why they erupt and how and why earthquakes occur. • Understand how pupils live in locations with natural hazards (human geography). • Compare these hazardous locations with their locality and provide a sound explanation as to whether such events could take place where they live (the unit will conclude with a fieldtrip to a local flood prevention strategy (a local example of natural disaster mitigation)). <u>Lesson Overview</u> 1. Earth's crust (tectonic plates) 2. Where in the world are volcanoes? Pupils will learn that volcanoes come in many shapes and sizes, but are primarily located at the boundaries between tectonic plates. Pupils will learn about the Pacific Ring of Fire and will be able to locate significant volcanoes around the world.	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 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 Physical geography Volcanoes and earthquakes Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features

	3. Why do volcanoes erupt? Pupils will know why and how an eruption happens, and the type of volcano created (strato or shield volcano). Pupils will also become familiar with the structure of volcanoes and be able to name the key features in a cross section. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be featured as case studies. 4. Volcanoes: a suitable home? With an average of 25 eruptions per year and approximately 600 million people living on or in the vicinity of volcanoes, we ask the question, 'Why do people live near volcanoes?' In the lesson pupils will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. They will also understand the inherent dangers of living in the foothills of a volcano, from lava, ash, gas to lahars (mud flows). 5. Where do earthquakes take place and why do they happen? Every thirty seconds there is an earthquake somewhere in the world; each year there are approximately 100 earthquakes that cause serious damage. Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected- will be examined. The San Andreas Fault, western USA, will be highlighted as a case study. Additional material will also be	studied
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	provided on the Japanese earthquake and tsunami of 2011. 6. Natural disasters near me: what natural disasters could happen on our doorstep? Is the UK volcanic? Could an earthquake take place in the UK? Fieldwork opportunity: visit to local flood prevention schemes Useful resources: https://www.rgs.org/schools/teaching-resources/mountains.-volcanoes-and-earthquakes/ https://www.rgs.org/schools/teaching-resources/?categories=Keystage2&loadall=1&pageindex=1	
Exploring North America: United States of America	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Identify key physical features of the USA, including the formation of the Grand Canyon. • Describe and explain how/where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. • Describe and explain interactions between physical and human landscapes, with reference to the flooding of the Mississippi. • Know some of the agricultural products produced in the USA and describe some challenges faced by farmers. • Describe and explain how New York City has developed through time, with reference to historical maps.	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 Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America Human geography

	This unit provides a framework for understanding the different environments present within the USA. The unit refers to a number of case studies of different places throughout the USA, including a historical perspective of one city in particular, New York, to examine how a settlement can develop over time. 1. United States of America: an exploration This lesson introduces pupils to the country USA, focussing on key human and physical features. This lesson familiarises pupils with the region and its varied geographies. 2. Canyons and Valleys: physical landscapes This lesson now moves on to consider the USA in closer detail. The aim of this lesson is to build on the pupils' understanding of the physical. They will begin the lesson by watching a time lapse video to move through different landscapes and then move on to examine how the Grand Canyon formed. 3. Challenged by Water: flood and drought This lesson considers key interactions between physical and human landscapes, in particular the impact of water supply distributed across the country and what happens during water related disaster events. 4. Food and Farming: what is grown in the USA and where? This lesson focuses on the distribution of human beings in the USA and provides insights into the different types of	Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork 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
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	settlements across the country. This lesson involves pupils comparing the demographic characteristics of different states in the USA. 5. New York through time This lesson focuses on exploring the development of New York City through time. Useful resources: https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/	
YEAR 6		
Exploring South America: Brazil	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Be able to locate the continent of South America on a world map and locate the country of Brazil • Know key physical characteristics of the country of Brazil, including different climate biomes and natural resources. Pupils will place Brazil and its physical geography within the context of South America and the rest of the world. • Know key human characteristics of Brazil, including its major cities. • Understand some of the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro. • Understand geographical similarities and differences between geography of Brazil to that of the UK (human and physical).	Locational knowledge Locate the world's countries, using maps: South America (concentrating on their environmental regions, key physical and human characteristics, countries, and major cities). Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. Human geography Types of settlement and land use, economic activity including trade

	https://www.rgs.org/schools/teaching-resources/brazil/ 1. Where is Brazil? This lesson introduces pupils to the importance of locational and place knowledge. It aims to further develop pupils' geographical investigation and questioning skills. Pupils will investigate Brazil through a series of images and soundscapes from which they will be encouraged to share their current knowledge and understanding of Brazil. Pupils will develop their knowledge of the human, physical, locational and geographical regions of Brazil. 2. What is the Brazilian climate like? The aim of this lesson is to build upon the pupils' knowledge and understanding of climate in Brazil. Pupils will study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba). Pupils will then create their own climate graphs which they will compare in the plenary of the lesson to the climate in the UK. 3. Urbanisation: the great tug of war (push/pull) Within this lesson pupils will investigate the main reasons why so many Brazilians have moved from the north of the country to the south. They will learn what push factors are and what pull factors are. 4. Rio de Janeiro: A city of two halves	links, and the distribution of natural resources including energy, food, minerals and water Physical geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills 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
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	Within this lesson, pupils will investigate the similarities and differences between the lives of young people living in different parts of Rio de Janeiro. They will discuss and investigate the question of why sixteen million Brazilians live below the poverty line. Pupils will consider why favelas exist and the positives and negatives of living in a favela. Pupils will find favelas in Rio on a map. 5. The indigenous people of the Amazon rainforest This lesson explores the lives of the indigenous people of the Amazon rainforest and aims to develop the pupils' knowledge and understanding of tribes (Awa tribe). 6. What is life like in Brazil? In the final lesson of the unit, pupils will be given the opportunity to present their knowledge and understanding of Brazil. Using a series of images and video clips, the pupils will begin to investigate the huge cultural, physical, and human diversity in Brazil. They will be encouraged to work independently to form their own questions and knowledge about the country. This will encourage the development of geographical enquiry, asking questions of evidence and examining what it might tell us about Brazil.	
Near and Far: Exploring Mountains	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Understand how mountains are formed, where	Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North

	mountain ranges are located around the world, within Europe and nationally. • Identify features and characteristics of a mountain range. • Describe and explain settlement types, economic activity (tourism) and natural resources in mountainous regions. The unit will cover aspects of human and physical geography. Use this link for lessons 1 and 2: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/mapping-mountains/ 1. What is a mountain and where can they be found? Pupils will begin by addressing the fundamental question, 'What is a mountain?' They will then establish the location of the main continental mountain ranges. Significant mountain ranges will be highlighted. 2. What are the mountains of the UK and where are they located? The highest peaks in the UK will be identified before looking, in depth, at a case study of Snowdon. Pupils will use the Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and plan routes.	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
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	3. How are mountains formed? The key question to be investigated is how mountains are formed. The role of plate tectonics, the movement of the Earth's crust, in this formation will be explained. Pupils will gain an understanding of the structure of the Earth and come to know that mountains can be formed in different ways, depending on how the Earth's crust moves. Three formations will be examined in detail: Fold Mountains, Fault Block Mountains and Dome Mountains. In addition to the formation models, mountains exemplifying each formation will also be named and located with particular reference to North and South America and Europe. Finally, pupils will understand that mountain landscapes change over time through erosion. Use this link: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/the-formation-of-mountains/ 4. What are the main features and characteristics of mountain ranges? In this lesson, pupils will be introduced to different characteristics of a mountain range, including the concept of altitude, weather patterns and also different vegetation and wildlife types. Pupils will learn about the features of a mountain including summits, valleys and foot/base as well as glaciers. Pupils will investigate these features through the case study of Chamonix Mont Blanc, France (in the Haut-Savoy region of the Alps mountain range).	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 Physical geography Mountains Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.
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	5. What is it like to live in the mountains? Pupils will learn about the human geography of mountains regions. Pupils will learn about different settlement types, economic activity (tourism) and natural resources. Pupils will investigate these features through the case study of Chamonix Mont Blanc, France (in the Haut-Savoy region of the Alps mountain range). 6. The Alps and Snowdonia: a comparison What are the similarities and differences between the Alps and Snowdonia? Pupils will have the opportunity to compare and contrast the two mountainous regions studied in the unit. Useful resources: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains,-volcanoes/ https://www.rgs.org/schools/teaching-resources/?categories=Keystage2&loadall=1&pageindex=1 https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains,-volcanoes/	
Living on the Coast	<u>End Points of Learning:</u> Pupils making a good level of progress will: Identify and describe the main physical and human geographical features of their wider locality, in this	Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human

	case, Exmouth. • Identify and describe the key topographical features of the Jurassic Coastline. • Describe and explain different types of settlement, land use and economic activity. • Use OS maps, observation and fieldwork sketches to develop a geographical understanding of their local area. <u>A fieldwork investigation of Exmouth's human geography (wider locality fieldwork)</u> 1. Key geographical questions and prior knowledge 2. Mapping the field site and planning your investigation 3. Recording data in the field 4. Presenting your results Example of study: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB	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 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 geography Types of settlement and land use, economic activity 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
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		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.
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