Archbishop Wake
CE Primary School

Geography Curriculum

EYFS – Year 6

Geography Progression of Knowledge **EYFS**			
Enquiry	**Autumn** What are homes like?	**Spring** Where is our school?	**Summer** Where on Earth do I live?
Prior Learning links	In nursery, the children might • talk about what they see using a wide vocabulary, know that there are different countries in the world, • Talk about the differences (in countries) they have experienced or seen in photos • Continue to develop positive attitudes about the differences between people	The children will already • Been exposed to a map of their school • Looked at the features of their school	The children will already • Know the different weathers found throughout the year. • The different seasons of the year. • Some features found on our local area. • What a map look likes • The children might have been to the beach before, outside of school.
Rational	This unit is taught here because children all have an experience of what their homes are like. They are also very egocentric so the children will be able to talk about their own experiences. It also allows the children the opportunity to experience fieldwork in their school and local area.	This unit is taught here because it moved on from their previous learning of the school and looks closely at the human and physical features of their familiar surroundings. It also introduces map work in an area that they all have experienced. At this point in the school year all children will have the same cultural capital exposure to the school grounds allowing them to have the same level of knowledge.	This unit is taught here because it links to our school trip to the beach. It also allows the children to learn key knowledge on the dangers of the seaside before the summer holiday. This will allow them to notice human and physical feature.
Key vocabulary	Home, map, Blandford, house, flat, cottage, map, town	Map, Blandford, school, features, route, coordinates, Town,	Seasons, Summer, Winter, features, weather, beach, sea, waves, cliff, map, coordinates, island
Vocabulary	Home, flat, bungalow, house, cottage, window, door, school, features, Blandford, Map, Tree, building, river, field, playground, road, building, town,	Map, Blandford, school, features, route, tree, playground, field, coordinates, building, town	Seasons, Summer, Winter, features, weather, hot, beach, sea, waves, cliff, lifeguard, pier, map, coordinates, hot, cold, rain, wind, sun
Key Knowledge	The children will know/ be able to • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Recognise some environments are different from the one in which they live • Talk about members of their immediate family and community.	The children will know/ be able to • What a map is and the purpose of a map. • Identify simple features on a map with support (tree, buildings and river) • Describe the environment using knowledge from observation, discussion and maps. • Describe my school and some of its features. • Describes a journey within the school grounds. • Use simple coordinates e.g. A1.	The children will know / be able to • Explain the similarities and differenced between the seasons and compare winter to summer. • Identify features of a beach. • Identify dangers of the beach. • Compare similarities and differences between Blandford and the beach. • The weather during summer. • Use a map to find features. • Use simple coordinates e.g. A1.

Year 1			
Enquiry	**Autumn** What is the Geography of where I live?	**Spring** How does the weather affect our lives?	**Summer** Why do we love being beside the seaside so much?
Prior Learning links	The children will have already looked at their local area in reception. They will know: **Earlier in Key Stage 1 pupils learned:** • The physical and human features of the coast and seaside areas • Some of the negative impacts people can have on environments **In Nursery and Reception pupils have**: • Understood the difference between natural and human made features of the school grounds and local area • Located key features of the school grounds on an outline plan • Observed the school grounds and local area on Google Erath Pro • Gathered information from a map and drawn their own simple maps • Observed the location the United Kingdom is on a world map and globe • Learned that they live in the United Kingdom • What town they live in • basic features of their school • understand a map of their school • Located key features of the school grounds on an map • Gathered information from a map and drawn their own simple maps	The children have already looked at weather in reception. They will know: • Season (Autumn, Winter, Spring and summer) • Different weathers (Rain, wind, sun, snow) • Different temperatures (hot and cold) • Experienced different weather conditions when outside and the clothes they wear accordingly • Observed and discussed how the weather changes during the day and four seasons • Observed and discussed seasonal signs in the natural world • Observed the location the United Kingdom is on a world map and globe • Learned that they live in the United Kingdom • Know that continents are land and oceans water and that there are many countries in the world	The children have already looked at the seaside in reception. They will know: **Earlier in Key Stage 1 pupils learned:** • The main elements of the weather and how it changes during the four seasons in the United Kingdom • The distribution of hot and cold areas of the world • How temperatures increase between the Equator and the North Pole and South Pole • How the weather is different across the regions of the United Kingdom **In Nursery and Reception pupils learned:** • Experienced different weather conditions when outside and the clothes they wear accordingly • Observed and discussed how the weather changes during the day and four seasons • Observed and discussed seasonal signs in the natural world • Located the UK on a globe, world map and in an atlas • Know that continents are land and oceans water and that there are many countries in the world • Talked about their experiences of being at the seaside • Recreated seaside environments in sand play • Visited the seaside and talked about what they observed and the activities they enjoyed

Rational	This unit is taught here because at Archbishop Wake we are teaching the local study and units that link to their lives first. This is because it allows the children to come back after the summer holiday and be successful and this will be an area that they are confident in.	This unit is taught here because again, it is a local study and children of this age are egocentric. This topic looks at the children's local area and relates to their own lives. It is also at the time of the year where we see a range of weather.	This unit is taught here because it moves on to our wider local area. This unit also link to our whole school tip to the beach. Typically, this is the time of year where most people visit the seaside due to the weather so gives the children the opportunity to learn about somewhere they might visit with their families.
Key vocabulary	Human and physical features, environment, United Kingdom, nation, England, Scotland, Wales, Ireland, London, Edinburgh, Cardiff, Dublin, Blandford, country, city, capital, sea, hill, map, ocean.	Human and physical features, weather, environment, season, Winter, Spring, Summer, Autumn, Equator, rainfall, temperature,	Human and physical features, seaside, countryside, town, environment, pollution, beach, County, Dorset, urban, rural, cliff, coast, waste, tourism/ tourist.
Vocabulary children will come across in this unit	**Environment**; **Landscape**; **Community**; **Natural**; **Physical geography; Human geography**; **Global**; **United Kingdom; Country; Nation**; **City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical;** Buildings; Landslide; **Beach; Wave; Motorway;** Canyon; **Mountain**; **Snow; Cliff; Town**; Moor; Train; **Offices**; **Service**; Hotel; Departmental Store; **Fishing; Boat; Farm; Ice; Freeze**; Plough; **Field**; **Road; Bridge**; Safari; Holiday; Sport; Timber; **Railway**; Geo tagged; Geographical Information System (GIS); **Annotated**; **Local area;** Stadium; **Change**; Construction; **Land use**; **Scale**; **Street; Transport; Recreation; Economic; Residential**. **Physical and human Geography/ features** Place; People;	**Weather**; **Rainfall**; **Temperature**; **Sunshine**; **Wind**; Fog; **Snow**; Tornado; **Drought**; **Cloud**; Thermometer; Anemometer; Rain gauge; **Weather** vane; **Compass**; **Season**; **Winter**; Spring; **Summer**; Autumn; **Thunderstorm**; **Ice**; **Country**; **City**; Lagoon; **Canal**; **Island**; **Equator**; **North Pole**; **South Pole**; **Key**; **Solar**; **Desert**; **Continent**; **Ocean**; **Sahara**; **Antarctica**; **Blizzard**; Expedition; **Environment**; **Atmosphere**. **Physical and human Geography/ features**	Seaside; **Countryside**; **Town**; **City**; **Urban**; **Rural**; Flats; **Sand**; **Beach**; **Pebbles**; **Mountain**; Rocks; **Field**; High **Street**; **Sea**; Shops; **Road**; **Street**; **Heath**; **Trees**; **Wood**; Crops; **Farming**; **Cliff**; **Houses**; **Hill**; **Traffic**; **Habitat**; **Environment**; **Adaptation**; Camouflage; **Nutrition**; **Food chain**; Plankton; **Pollution**; **Continent**; **Ocean**; **Country**; **North Pole**; **South Pole**; **North America**; **South America**; **Europe**; **Africa**; **Asia**; **Australia**; **Antarctica**; **Ocean**; **Pacific Ocean**; Indian **Ocean**; **Arctic Ocean**; Southern **Ocean**; **Atlantic Ocean**; **Compass**; **Map**; **River**; **Mountain**; **Desert**; **Island**; **Capital**; **Resort**; **Region**. **Physical and human Geography/ features**
Key Knowledge	• Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments. • Use a number of GIS layers of *Google Earth* to identify and observe familiar physical and human geographical features of the immediate vicinity of their school.	• **Identify** and **describe** the basic atmospheric elements of the weather; • **Observe**, **measure** and **record** the elements of daily weather by using a variety of simple instruments and devices; • **Present**, **describe** and offer **reasons** for some of the ways in which the weather has changed during the period of measurement;	• **Identify** and **describe** the main physical and human features of seaside environments; • Provide **reasons** as to why it is important to protect living things at the seaside; • **Describe** popular activities undertaken at the seaside; • **Identify**, **describe** and offer **reasons** for the presence of pollution on a beach;

	• **Identify** and **locate** where they live in the United Kingdom in relation to the four nations of the country. • Identify and locate the four countries and capital cities of the United Kingdom • Using a range of layers in *Google Earth* GIS imagery, **identify, describe** land use and offer **reasons** for changes they can **observe** and **record** in the local area of the school. • **Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories. • Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of the local area.	• **Observe** how weather conditions change during the four seasons of the year and offer **reasons** for changes which occur; • **Observe** and offer **reasons** for the distribution of hot and cold places in the world; • **Explain** in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; • **Compare** and **contrast** Blandford with Antarctica and begin to explain through reasoning the similarities and differences and how the weather might affect our lives if we lived in Antarctica.	• **Describe** and **explain** how people can take greater care of the seaside environment; • **Describe** and **explain reasons** why seaside holidays have changed in living memory; • Identify the county of Dorset, Blandford and Lyme Regis on a map and explain their location. • **Compare** and **contrast** modern day experiences of the seaside with those of older members of their families.

Year 2			
Enquiry	**Autumn** Why don't penguins fly?	**Spring** Why does it matter where our food comes from?	**Summer** How does Kampong Ayer compare with where I live?
Prior Learning links	The children have already looked at; **Earlier in Key Stage 1 pupils learned:** • The location of hot and cold places in the world • The location of the world's continents and oceans, Equator, North Pole and South Pole **In Nursery and Reception pupils learned:** • Experienced different weather conditions when outside and the clothes they wear accordingly • Observed and discussed how the weather changes during the day and four seasons • Observed and discussed seasonal signs in the natural world • Located the UK on a globe, world map and in an atlas • Know that continents are land and oceans water and that there are many countries in the world	The children have already looked at weather in reception. They will know: • The elements that make up the weather and observed and recorded how these changed locally over time • About the different weather associated with the four seasons of the year • The location of hot and cold places in the world • A range of vocabulary and concepts related to the weather (see learning organiser) • How weather influences farming and the types of food that can be grown in the UK • Where different types of tropical imported fruit come from **In Nursery and Reception pupils learned:** • Experienced different weather conditions when outside and the clothes they wear accordingly • Observed and discussed how the weather changes during the day and four seasons • Observed and discussed seasonal signs in the natural world • Located the UK on a globe, world map and in an atlas • Know that continents are land and oceans water and that there are many countries in the world	**Earlier in Key Stage 1 pupils learned:** • The world's continents and oceans and the location of the North Pole and South Pole • The distinction between physical and human features • The main physical and human characteristics of their own locality • The main elements of the weather • The difference between weather and climate • The distribution of polar, temperate and tropical regions • How weather changes during the four seasons in the United Kingdom **In Nursery and Reception pupils have**: • Understood the difference between natural and human made features of the school grounds and local area • Located key features of the school grounds on an outline plan • Observed the school grounds and local area on Google Earth Pro • Gathered information from a map and drawn their own simple maps • Observed the location the United Kingdom is on a world map and globe • Learned that they live in the United Kingdom
Rationale	This unit is taught here because it provides the children with essential knowledge of Antarctica and its climate that will support the children's	This unit is taught here because it is the children local study that will although at Archbishop Wake we are teaching the local study and units that link to their lives first, the children needed previous	This unit is taught here because this unit also build on the children previous learning on their local area allowing them to have a deeper

	Autumn history knowledge during 'Was Captain Scott a hero?'	knowledge of Antarctica to support their History Knowledge. This unit is also here due to the timing of the year where our crops grow allowing them to develop their knowledge though practical lessons and fieldwork.	understanding of how to compare the difference and being able to articulate their thoughts.
Key vocabulary	Human and physical features, Antarctica, Artic, Continent, Asia, Africa, North and South America, Antarctica, Europe, Oceania, Environment, desert, ocean, North and south pole,	Human and physical features, pasture, business, equator, weather, temperature, United Kingdom, Dorset, county, trade, plantation, harvest, free range, export, import, locally, produced, tropical	Human and physical features, United Kingdom, landscape, village, rainforest, tropical, vegetation, river tide, island, canopy, Equator, northern hemisphere, Southern hemisphere, climate, population.
Vocabulary	**Continent**; **Ocean**; **Antarctica**; Southern **Ocean**; **Mountain**; **Valley**; **Snow**; **Ice**; **Blizzard**; **Desert**; **Landscape**; **Environment**; **Wind**; **Rain**; **Ice Sheet**; **Pebbles**; Shore; **Hill**; **Cliff**; **Habitat**; Adapted; **Africa**; **Ice**berg; **Sand dune**; **Arctic**; **Carnivore**; **Temperature**; **Summer**; **Winter**; **Predator**; **Food chain**; Krill; **Animal**; Phytoplankton; Plant; **River**; **Waterfall**; **Gorge**; **Country**; Jungle. **Physical Geography/ features, Human Geography/ features**	**Farm**; Dairy products; Supermarket; Shop; **Pasture**; Grass; Jersey; Channel **Island**s; **Economic activity**; **Business**; Raw material; County; Dorset; South West **England**; **United Kingdom**; **Landscape**; **Wood**; **Hedgerow**; **Tree**; **Field**; **Lake**; **Weather**; Average; **Temperature**; **Growing season**; **Rainfall**; **Sunshine**; **Settlement**; **Town**; **City**; **Village**; **Industry**; Airport; **Motorway**; **Office**; **Factory**; **Railway**; Cathedral; Aeroplane; **Trade**; **Plantation**; Harvest; **Export**; Costa Rica; **South America**; **North America**; **Central America**; Harvest; **Container ship**; **Import**; **Tropical**; Calories; Vegetable; Processing; **Health**; Butcher; Greengrocer; **Local**ly produced; Free-range; Refining; Vitamins; **Nutrition**. **Physical Geography/ features, Human Geography/ features**	**Location**; **Settlement**; **Country**; **Nation**; **Village**; **Town**; **City**; **Europe**; **World**; **Continent**; **Ocean**; **Capital**; Globe; **Map**; **Sea**; **United Kingdom**; **England**; Scotland; Wales; Northern Ireland; Great Britain; **Northern Hemisphere**; **Southern Hemisphere**; **Tropic of Capricorn**; **Tropic of Cancer**; **Equator**; **Asia**; Brunei; Borneo; **Population**; **Scale**; Italy; Canada; Zambia; **Antarctica**; Chile; New Zealand; Day; Night; **Rain**; **Wind**; **Cloud**; **Temperature**; Arctic Circle; Antarctic Circle; **Climate**; **Polar**; **Temperate**; **Tropical**; **Transport**; **River**; Commute; **Economic activity**; **Boat**; **Profit**; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; **Community**; **Tropical rainforest**; **Wood**; **Environment**; **Habitat**; **Adaptation**; **Satellite**; **Physical Geography/ features, Human Geography/ features**
Key Knowledge	• **Identify** the 7 continent and 5 oceans of the world. • Identify, recognise and describe the key geographical features of the Antarctic and Arctic environment; • **Identify** ways in which penguins are adapted to the Antarctic environment;	• **Recognise** that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; • **Identify, describe** and offer **reasons** for the main features of a dairy farm and **observe** how milk is used as a raw material in a wide range of dairy products;	• **Identify** and **describe** the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; • **Compare** their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;

	• **Explain** why Antarctica is a desert despite being the coldest place on Earth; • **Describe** ways that the Arctic region and North Pole is similar to and different from (**compare and contrast**) Antarctica and the South Pole and offer **reasons** for such differences; • Describe why a penguin doesn't need to fly	• **Identify** and **describe** the main geographical features of the physical landscape of Dorset and **compare and contrast** these with some of the human features of its towns and cities; • Offer **reasons** and begin to **explain** why the weather in Dorset makes it a good place for dairy farming; • **Compare and contrast** the average annual weather conditions in Dorset with those of the United Kingdom as a whole; • **Describe** how cheese is manufactured on one Dorset farm and how it is exported; • **Identify** the top 10 most popular fruits in the United Kingdom and **understand** why half of these are imported; • **Identify** and **describe** the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom; • **Explain** why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom;	• **Identify, describe** and **observe** the types of traditional homes found in Kampong Ayer and **compare and contrast** these with their own homes and through fieldwork **record** and **categorise** types of homes found in the locality of their school; • **Identify** and **describe** the main elements which make up the weather and **understand** that weather conditions change from one moment to the next; • **Observe** how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest **reasons** for this pattern; • **Identify** and **describe** appropriate forms of transport for particular journeys made and **explain** why boats and water taxis are used by almost everyone in Kampong Ayer; • **Understand** in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity; • **Recognise, describe** and suggest **reasons** for the similarities between a school/ school life in one school in Kampong Ayer and their own school; • Use *Google Earth* to **identify, locate** and begin to **explain** the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.

Year 3			
Enquiry	**Autumn** How and why is my local environment changing?	**Spring** Beyond the magic kingdom: What is the sunshine state really like?	**Summer** Why do so many people live in megacities?
Prior learning links	**Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:** • The type of settlement in which they live and its main physical and human features. • In History studied some significant people, places and events in the local area. • Compared the physical and human geography of their settlement with that in a contrasting settlement on the island of Borneo.	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned about:** • The physical and human features of their own local area. • Why earthquakes and volcanoes present a natural hazard to people living in different parts of the world. • Recreation and tourism when they studied the seaside and the reasons why people enjoy holidays in coastal areas	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned about:** • The type of settlement in which they live and its main physical and human features. • Compared their settlement with a contrasting settlement on the island of Borneo.
Rationale	This unit is taught here because at Archbishop Wake we are teaching the local study and units that link to their lives first. This is because it allows the children to come back after the summer holiday and be successful and this will be an area that they are confident in.	This unit is taught here because it builds on to the children's prior knowledge of tourism on the seaside. This will then allow the children to use their knowledge and apply it to a different area of the world.	This unit is taught here because the children would have the prior knowledge to be able to develop a deeper understanding of how to be a geographer. This include human and physical features, understanding of population from beyond the magic kingdom unit.
Key vocabulary	Human and physical features, Compass, North, south, east, west, population, change, environment, change	Human and physical features, Theme park, Tourist, United States of America, State, Location, Scale, Equator, Choropleth map, Time Zone, Data, Route, climate,	Human and physical features, city, megacity, population, economy, high rise, civilisation, urbanisation, urban, rural, continent, distribution
Vocabulary	Site; **Location**; Cumbria; **Lake** District; **Village**; **Town**; **Valley**; **Mountain**; **River**; **Lake**; **Mouth**; **Run-off; Change**; **Storm**; **Rainfall**; **Wind**; Saturated; **Natural disaster**; **Environment**; Derelict; **Borough**; London; Olympics; Redevelopment; **Canal**; **Transport**; Plan; Geographical Information System (GIS); Costs and benefits; **Land use**; **Scale**; **Key**; **Settlement**; **Route**; **Residential**; **Commercial**; **Recreation**; **Leisure**; Public **service**s; Classify; **Pattern**; **Distribution**; Census; **Population**; Demographic; World War I; **Satellite**; Orbit; Remote sensing; Trend; False-colour; Wireless;	**Theme park**; **Tourist**; Florida; United States of America; **North America**; **Atlantic Ocean**; Gulf of Mexico; State; **Leisure**; **Recreation**; Plan; **Location**; **Scale**; Distance; **Political map**; **Island**; **Ice sheet**; **Population density**; Contiguous; Time zone; **Pacific Ocean**; **Central America**; Maya; **Civilisation**; **Empire**; **City**; Exploitation; **Climate**; **Drought**; **Tropical rainforest**; **Trade**; Astronomy; **Environment**; Choropleth **map**; **Key**; **Quality of life;** Reliability; Trustworthiness; Peninsula; **Coast**; **Sea**; **Satellite**; **Physical features; Human features**; **Space**; Exploration; Mission; Trajectory; Axis; Orbit;	**Map**; **City**; Mega**city**; **Village**; **Town**; **Settlement**; **Urban**; **Rural**; **Distribution**; **Capital**; **Population**; **Population density; Human geography; Physical geography**; High-rise; **Continent**; **Key**; **Scale**; Isodemographic; Islam; **Civilisation**; **River**; **Trade**; **Bridge**; District; **Canal**; **Mountain**; Employment; **Economy**; **Migration**; Housing; **Service**s; **Industry**; **Transport**; **Business**; **Accessibility**; Communication; **Political map**; **Capital city**; **Government**; Parliament; Stock Exchange; **Coast**; Shanty; Favela; Pampas **Grassland**;

	Hurricane; Emergency planning; **City**; Vegetation; **Desert**; **Density**; **Lake**; Irrigation; **Sea**; **Deforestation**; Criterion; Hypothesis; **Field**work; **Accessibility**; **Pollution**; **Traffic**; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative. **Physical Geography/ features, Human Geography/ features**	Rotation; **Equator**; **Latitude**; Gravity; **Europe**; **South America**; Endangered; **Conservation**; Preservation; Life cycle; **Hazard**; **Pollution**; Species; **Predator**; Conflict; **Extinct**; **Management**; **Atmosphere**; Zone; **Region**; **Weather**; **Climate**; **Temperature**; **Precipitation**; **Sunshine**; Intense; Shallow; Oblique; **Hurricane**; **Evacuation**; **Tropical Storm**; **Caribbean**; **National Park**; Everglades. **Physical Geography/ features, Human Geography/ features**	**Tropical rainforest**; **Culture**; Historic; Architecture; Cost of living; Smog; **Pollution**; Homelessness; Crime; Congestion; Urbanisation. **Physical Geography/ features, Human Geography/ features**
Key Knowledge	• **Identify**, **describe** and give reasons for why environments change; • **Explain** with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; • **Observe**, **record** and **explain** changes that have occurred in the past to the school and its grounds and its immediate environment; • **Identify**, **describe** and **explain** how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual; • **Demonstrate** understanding of how the quality of the environment may change within the local area and make judgements to explain observations; • **Recognise** how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world; • Why it is important to use the points of the compass	• Use a map to plot, **describe** and **explain** a geographical route • **Identify**, **describe** and **explain** the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida. • **Observe**, **describe**, **explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world. • **Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location. • **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours.	• **Observe** and **describe** the key features of cities and suggest **reasons** for why people live in cities of such high density. • **Describe** and begin to **explain** the distribution of megacities across the continents of the world. • **Explain** some of the **reasons** why Baghdad was the first city in the world with a million inhabitants. • **Understand** the main **reasons** why the population of any city can increase and **explain** why Milton Keynes in particular is the fastest-growing city in the United Kingdom. • **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant.

Year 4			
Enquiry	**Autumn** How can we live more sustainably?	**Spring** Why do some earthquakes cause more damage than others?	**Summer** Why are jungles so wet and deserts so dry?
Prior Learning links	**Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:** • A wide range of different natural and human environments at different scales around the world. • The physical and human features of these environments. • That environments change as a result of both physical and human processes. • That environmental change can be both positive and negative.	**Earlier in Key Stage 1 pupils learned about:** • The causes and effects of the eruption of Vesuvius in AD 79 in History • That the weather can sometimes cause natural hazards such as storms, floods and drought	**Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:** • A wide range of different natural and human environments at different scales around the world. • The physical and human features of these environments. • The difference between weather and climate. • How climate affects the environment of different places and determines the plants and animals that can live there. • That environments change as a result of both physical and human processes. • That environmental change can be both positive and negative.
Rationale	This unit is taught here because at Archbishop Wake we are teaching the local study and units that link to their lives first. This is because it allows the children to come back after the summer holiday and be successful and this will be an area that they are confident in.	This unit is taught here because it introduces the children to tectonic plates this is essential knowledge from the national curriculum. It also builds on the children prior learning from megacities allowing them to deepen their understanding.	This unit is taught here because the children would be able to draw upon their previous learning on Antarctica allowing them to deepen their existing knowledge. It also deepens the children's knowledge on climate and weather. This is something that the children continue to develop throughout their time at ABW.
Key vocabulary	Human and physical features, sustainable, conservation, fossil fuels, greenhouse gasses, recycle, renewable energy, Global warming, Hydropower, Solar energy, Wind energy,	Human and physical features, earthquake, Volcano, epicentre, magnitude, Richter scale, tectonic plates, inner core, outer core, evacuation, northern and southern hemisphere	Human and physical features, biome, climate, distribution, interaction, interdependence, location, processes, weather, climate, rainforest, deserts, Tropic of Cancer; Tropic of Capricorn
Vocabulary	**Sustainable**; Un**sustainable**; Reusable; **Solar**; **Turbine**; Rechargeable; **Conservation**; Recycle; **Health**; Diet; Exercise; Resource; Electricity; Power station; **Transport**; **Community**; Wellbeing; Social;	**Earthquake**; **Volcano**; **Continent**; **Ocean**; **Latitude**; **Longitude**; **Northern Hemisphere**; **Southern Hemisphere**; **Political map**; **Evacuation**; **Infrastructure**; **Transport**; **Business**; **River**; **Flood**;	**Weather**; **Climate**; **Temperature**; **Political map**; **Temperate**; Council; **Pattern**; **Location**; **North Pole**; **Equator**; **Location**; **Distribution**; **Country**; Prevailing; **Wind**; **Ocean**; **Climate** graph; Classification; **Key**;

	Interaction; Values; Behaviour; **Lifestyle**; **Minerals**; **Energy**; **Ocean**; **Wind**; Tides; **Waves**; **Fishing**; **Forestry**; Finite; Infinite; **Economic activity**; Waste; Biodiversity; **Global**; Procurement; Conduction; Element; Resistance; Electrons; **Energy**; **Generator**; **Turbine**; **Gas**; **Greenhouse gases**; Greenhouse effect; **Carbon dioxide**; **Pollution**; **Atmosphere**; Reflection; **Space**; Infrared; Radiation; **Fossil fuels**; **Glacier**; **Ice sheet**; **Global warming**; **Sustainable** development; **Government**; **Community**; **Field**; **Marsh**; **Hill**; **Settlement**; Scrape; **Management**; Charity; **Deforestation**; Fuel; **Erosion**; **Silt**; **Solar** cooker. **Physical Geography/ features, Human Geography/ features**	Search and rescue; Epicentre; Magnitude; Richter scale; **Distribution**; **Location**; **Pattern**; **Energy**; Projection; Tsunami; **Tectonic plate**; Inner core; Outer core; **Mantle**; **Crust**; Fault; Alpine Fault; Design; Homeless; **Refugees**; Wealth; **Eruption**; **Magma**; **Lava**; Rock; Dormant; **Extinct**; Cone; Vent; **Gas**; **Cloud**; **Chamber**; Pacific Ring of Fire; **Technology**; **Quality of life**; **Distribution**; Wealth; Gross National Income. **Physical Geography/ features, Human Geography/ features**	**Tropic of Cancer**; **Tropic of Capricorn**; **Polar**; **Continental**; Mediterranean; **Tropical**; **Equatorial**; **Drought**; Annual; **Winter**; **Summer**; Mild; **Season**; **Northern Hemisphere**; **Southern Hemisphere**; Meteorological; **Climate** station; Average; **Coniferous**; **Tropical**; **Rainforest**; Savannah; Hot **desert**; **Ice** cap; **Tundra**; **Mountain**; **Environment**; **Grassland**; Shrubs; **Trees**; **Animals**; Herbivores; **Landscape**; Lichens; Moss; **Deciduous**; **Forest**; Evergreen; **Predators**; Humid; **Oxygen**; **Drought**; **Carnivore**; Biome; **South America**; **River**; Amazon Basin; Amazonia; Nile; Andes; Tributary; **Source**; **Mouth**; Humid; Convection; Condensation; **Cloud**; **Thunderstorm**; Cumulonimbus; **City**; Inhabited; **Polar**; **Sahara**; **Adaptation** **Physical Geography/ features, Human Geography/ features**
Key Knowledge	• Describe and explain using examples what living sustainably means; • Identify, describe and explain the differences between renewable and non-renewable resources; • Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable; • Understand in basic terms how solar panels and wind turbines generate electricity; • Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; • Explain how electricity is generated in hydroelectric power stations; • Recognise and explain ways in which their lives at home could be more environmentally sustainable.	• **Locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources; • **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years; • **Identify**, **describe** and **explain** the causes of earthquakes; • **Describe** and **explain** why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; • **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; • **Identify**, **describe** and **explain** the causes of volcanoes; • **Explain** why volcanoes often occur at the same location as earthquakes in places such as New Zealand;	• **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom; • **Identify, describe** and begin to offer **reasons** for the distribution of different types of climate around the world; • **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world • **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there; • **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; • **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world; • **Identify, locate; describe** and **explain** how plants and animals are adapted to the climate of either the coniferous forest or savannah biome.

Year 5			
Enquiry	**Autumn** Who are Brittan's National parks for?	**Spring** How do volcanoes affect the lives of people?	**Summer** Why are mountains so important?
Prior Learning links	**Earlier in Key Stage 1 and Lower and Upper Key Stage 2 pupils learned:** • The kind of things that people, organisations and communities can do to live more sustainably • The difference between physical and human features of environments • The importance of leisure, recreation and tourism • About a range of economic activities including farming • Mountains both in the United Kingdom and globally • The key physical and human features of North America • In detail about the state of Florida (Everglades National Park)	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:** • The distribution and features of polar, temperate and tropical climates • How climate determines the environments and landscapes in Tropical Rain Forests and Hot and Cold Deserts • The distribution and formation of mountains and earthquakes • How environments all around the world, including their own locality, offer advantages and disadvantages to those who live there • The difference between physical and human processes and features • What natural resources are and what economic activity involves • About trade and how countries import and export goods and services	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:** • How tectonic activity creates volcanoes and earthquakes • That volcanoes and earthquakes often occur in mountainous areas • How physical processes such as volcanoes and earthquakes impact on people • The difference between physical and human processes and features • What different land uses are and what economic activity involves • About trade and how countries import and export goods and services • What leisure and tourism involves for people • About renewable and non-renewable sources of energy
Rationale	This unit is taught here because at Archbishop Wake we are teaching the local study and units that link to their lives first. This is because it allows the children to come back after the summer holiday and be successful and this will be an area that they are confident in.	This unit is taught here because it builds on the children's knowledge on tectonic plates that has been taught in 'Why do some earthquakes cause more damage than others? It also builds on the children prior learning from megacities allowing them to deepen their understanding.	This unit is taught here because it builds on their knowledge on tectonic plates and Megacities.
Key vocabulary	Human and physical features, national park, landscape, conservation, urban, rural, moorland, cultural heritage, deciduous, coniferous, fells, loch, heathland, coastline, saltmarsh, gorge, weathering, habitat,	Human and physical features, volcano, latitude, longitude, hemisphere, glacier, Fjord, climate, tectonic plates,	Human and physical features, mountains, mountain range, tectonic plates, tourist, climate, fold mountain, fault line, precipitation
Vocabulary	**National Park**; **Location**; **Distribution**; **Country**; **City**; **Landscape**; Protection; **Conservation**; **Fertiliser**; **Environment**; **Urban**; **Rural**; **Countryside**; **Theme park**; Remote; **Town**; **Canal**; **Mill**; Fair; Castle; **Coal**; Steam; Garden; Fort;	**Volcano**; **Continent**; **Island**; **Europe**; **Latitude**; **Equator**; **Longitude**; Hemisphere; **Weather**; **Climate**; **Trade**; **Economic activity**; **Natural** resources; **Environment**; **Landscape**; **Eruption**; Fire; Fjord; **Magma**; **Evacuation**; **Lava**; **Cliff**; Gulf **Stream**;	**Mountain**; ; **Landscape**; **Volcano**; **Crust**; **Mantle**; **Magma**; **Lava**; **River**; **Ocean**; Hot spot; Summit; **Sea level**; **Island**; Planet; **Solar** System; Universe; **Tectonic plate**; **Scale**; **Mountain** range; Himalaya; Andes; Alps; Atlas; Urals;

	House; Regatta; **Village**; Viaduct; Cottage; Custom; Tradition; **Culture**; **Lifestyle**; Heritage; Cultural heritage; Religion; **Community**; Festival; **Mountain**; **Reservoir**; **Waterfall**; Wetland; Peat; **Wind**mill; **Wind** pump; **Forest**; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; **Sea**; **Deciduous**; **Coniferous**; **Cliff**; **Channel**; Glacial; Fells; Loch; Firth; **Lake**; Heathland; Ancient; Tarn; **Coast**line; Salt**marsh**; Mudflats; **Hill**; **River**; **Coast**al; Bay; **Beach**; **Sand dune**; **Gorge**; Chalk; Downland; **Grassland**; **Limestone**; **Dry**stone wall; Pot hole; Cave; **Chamber**; **Tourist**s; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; **Region**; Southwest **England**; **World** Heritage Site; Site of Special Scientific Interest; **Valley**; Contour lines; **Distribution**; **Sea level**; Incline; **Hill**; **Tourist**s; **Dry valley**; **Stream**; ; Shattered; Fragmented; **Ice** Age; **Island**; Scrub; **Weather**ing; **Freeze**–thaw; **Erosion**; Pedestal; Evoke; Pastoral; **Technology**; **Factory**; **Mill**; Prehistoric; Ceremonial; Mesolithic; Neolithic; **Relief**; **Vegetation**; Bracken; **Heath**; **Diversify**; **Grassland**; **Marsh**; Reeds; Cairn; Standing stones; Quarry; **Farm**; **Wildlife**; **Species**; **Habitat**; Beauty; Tranquillity; **Land use**; **Economic activity**; Livestock; **Fodder**; **Government**. **Physical Geography/ features, Human Geography/ feature**	**Glacier**; **Mountain**; **Relief**; **Earthquake**; **Political**; **City**; **Urban**; **Rural**; **Region**; Archipelago; Geyser; Port; Geothermal; **Precipitation**; **Climate** graph; **Growing season**; **Distribution**; Pacific Ring of **Crust**; **Mantle**; **Refugees**; **Core**; **Tectonic plate**s; **Igneous**; **Sedimentary**; Tourism; **Metamorphic**; **Economic activity**; Processing; Colony; **Transport**; **Market**. **Physical Geography/ features, Human Geography/ features**	**Relief**; **Political**; **Country**; Strata; **Continent**; **Ocean**; fold **mountain**s; Crinoids; Compression; **Oxygen**; **Atmosphere**; **Blizzard**; **Glacier**; Ridge; Summit; Col; Fossil; **Sea**; **Animal**; ; **Ocean**; Marine; Geology; **Silt**; Geologist; **Temperature**; **Sedimentary**; **Igneous**; **Metamorphic**; Sediment; **Limestone**; Tethys; **Distribution**; **Pattern**; **Key**; Direction; Peak; **Erosion**; **Glacier**; **Settlement**; **Landscape**; **Wood**land; **Marsh**; **Valley**; **Fodder**; **Environment**; **Pasture**; **Minerals**; **Growing season**; Silage; Slurry; **Fertiliser**; **Diversify**; **Business**; **Tourist**s; **Economic activity**; **Profit**; **Climate** graph; **Precipitation**; **Climate** station; **Growing season**; Range of **temperature**; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; **Disease**; Epidemic; Cholera; Contamination; **Health**; Hygiene; Medicine; Water; Victoria; Slum; **Urban**; **Reservoir**; Elevation; Impermeable; Gravity; Contour; Spot height; **Hydroelectric**; **Turbine**; **Generator**; Pylons; Transmission; Cost and benefit; Green; Planning; **Government**; **Resort**; **Sustainable development**; **Sustainability**. **Physical Geography/ features, Human Geography/ features**
Key Knowledge	• **Identify**, **locate**, **describe** and **explain** the distribution of the 15 National Parks in the UK; • **Observe** and **record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces'; • **Identify** and **record** the key physical and human geographical features of Southwest England and **compare and contrast** the proportion of	• **Identify**, **describe** and **compare and contrast** the countries of Europe; • **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular**;** • **Explain** how volcanoes form, **observe** the global pattern of volcanoes correctly and suggest	• **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover; • **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains; • **Identify**, **describe**, **compare and contrast** and **explain** the differences between the

	protected land here with other regions of the UK; • **Compare and contrast** the Everglades National Park with Dartmoor and Exmoor National Park and **understand through explanation** the main similarities and differences between National Parks in the UK and those in the USA;	plausible geographical **reasons** for this distribution; • **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey;	Cambrian Mountains of Wales and the Himalaya Mountains; • Use maps, atlases, globes, and digital/computer mapping, to **locate** countries and describe features studied. • **Locate**, geographical regions and their human and physical characteristics and key topographical features. • **Explain** how climate impacts human activity.

Year 6			
Enquiry	**Autumn** What is a river?	**Spring** How is climate change affecting the world?	**Summer** Why is fair trade fair?
Prior Learning links	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:** • How physical processes such as volcanoes and earthquakes impact on people • The difference between physical and human processes and features • What different land uses are and what economic activity involves • About trade and how countries import and export goods and services • How habitats and ecosystems around the world are vulnerable to pollution • How environments change including those in their own locality • About the river Amazon when studying Tropical Rain Forest • About life in the river village of Kampong Ayer in Borneo • About the concept of a geographical hazard	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:** • The five elements of the weather • How weather affects people's day to day lives • The difference between weather and climate • The climate of polar, temperate and tropical regions • The difference between physical and human features and processes • About greenhouse gases and the causes of global warning • Some of the effects of global warming in the Arctic and Antarctic • How living more sustainably could reduce greenhouse gas emissions • What the UK government is doing to reduce CO2 emissions • Fossil fuels and renewable sources of energy	**Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:** • About the physical and human features of a locality in St Lucia including the growing of bananas, cocoa and coconuts • The differences between the climate in temperate, tropical and polar regions • About ports and container ships in the Isle of Dogs when studying rivers • What an estuary is • Why Baghdad was the first city to reach one million inhabitants • About the importance of trade when studying the Golden Age of Islam Baghdad AD 600 in History • The kind of things that people, organisations and communities are doing to live more sustainably
Rationale	This unit is taught here because at Archbishop Wake we are teaching the local study and units that link to pupil lives first. This is because it allows the children to come back after the summer holiday and be successful and this will be an area that they are confident in.	This unit is taught here because the children as at this point in the children's lives they should be able to become a wider thinker about the world. The children will also be linking their prior knowledge of the world's climate to develop a deeper understanding of the causes and effects human play on it. This particularly builds on 'How can we live more sustainably?'	This unit is taught here because it builds on the children's knowledge of climate change. This unit also allows the children to use their geography knowledge from across the curriculum to make a geographical conclusion.
Key vocabulary	Human and physical features, river, landscape, course, meander, water cycle, flood plain, river island, source, mouth, erosion, trade, economic activity, settlement,	Human and physical features, climate, drought, bushfire, flood defence, fossil fuel, global warming, greenhouse gasses, insurance, natural disaster, renewable energy, sustainability	Human and physical features, fair trade, domestic trade, trade, international trade, manufacture, plantation, sustainable, urban, rural, settlement
Vocabulary	**River**; **Source**; **Mouth**; Course; **Channel**; Meander; **Stream**, **Waterfall**; Bank; **Flood plain**; **River island**; Undercutting; Slip-off slope; Tidal, Marina, **River**	**Africa**; The Gambia; **City**; **Capital city**; **Market**; Senegal; **Atlantic Ocean**; **River** Gambia; **Rainfall**; **Dry season**; Wet **season**; **Weather**; **Climate**; **Drought**;	Merchant; **Transport**; **Landscape**; **Environment**; Commodities; Manufacture; Caravan; Silk **Road**; Silkworm; Mulberry;

	cliff; **Pebbles**; **Beach**; **Wave**s; Spit; **Coast**; **Estuary**; **Erosion**; **Farm**s, **Village**; **Town**; **Settlement**; **Field**s, **Hedgerow**; **Tropical rainforest**; Atacama **Desert**; **Wood**; Rapids; Ox-bow **lake**; **Mill**; Hamlet; **Railway**; **Transport**; **Bridge**; Sewage works; **Leisure**; **Recreation**; Hypothesis; Validity; Load; **Energy**; **Transport**ation; **Habitat**; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; **Pollution**; Indicator **species**; Biotic Index; **Valley**; Agriculture; **Sea level**; **Flood**; **Bridge**; **Mud flat**; Brackish; **Coast**; Diatom; Omnivore; Herbivore; **Carnivore**; Prey; Confluence; Annotate; **Wildlife**; Spit; **Scale**; Ecosystem; **Migration**; **Food chain**; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; **Precipitation**; **Runoff;** Aquifer; Evaporation; **Borough**; **River** Thames; Isle of Dogs; Henry VIII; **Marsh**; Creek; **Flood**; Port; **Trade**; **Dock**; **Economic activity**; **British Empire**; **Container**; Monsoon; **Refugee**; Contaminated; Famine; **Aid**; **Pattern**; **Relief**; Romantic era; Symphony; Movement; Orchestra; **Waterfall**; Little Ice Age; **Climate**. **Physical Geography/ features, Human Geography/ features**	Crop; **Trade wind**s; Desertification; **Erosion**; Life expectancy; **Tourist**s; **Desert**; **Aid**; **Village**; Well; Subsistence; **Commercial**; Millet; Maize; Groundnuts; Vegetables; Rice; **Tropical**; Sub-**tropical**; Hunger; Insurance; **Australia**; Victoria; State; Territory; **Ocean**ia; **Town**; Risk; **Hazard**; Bushfire; Wildfire; **Natural disaster**; Decade; Heat**wave**; Consecutive; **Pattern**; **Settlement**; Site; Situation; Conurbation; Megalopolis; Residents; **Transport**; Commuter; **Infrastructure**; Embankment; armour; Tide; **Storm**; **Flood plain**; Resilient; Tidal surge; **Flood** defence; **Management**; **Coast**; **North Pole**; **South Pole**; **Ice** cap; **Region**; **Climate** graph; **Weather** station; **Precipitation**; **Snow**; **Blizzard**; **Tundra**; **Glacier**; Inuit; **Migration**; Indigenous; **Economy**; **Culture**; **Global warming**; **Mountain** range; **Northern Hemisphere**; **Southern Hemisphere**; **Carbon dioxide**; **Disease**; **Season**; **Habitat**; Coral; Observatory; **Greenhouse gas**; **Climate change**; Methane; **Fossil fuel**; **Energy**; **Coal**; Petroleum; Oil; **Gas**; Aerobic; Anaerobic; Pressure; Force; ; Sedimentary; **Crust**; **Mantle**; **Core**; **Sustainability**; **Sustainable development**; Renewable; Non-renewable; **Wind** power; Geothermal heat; **Hydroelectric** power; **Solar** power; Biofuel. **Physical Geography/ features, Human Geography/ features**	Cocoon; Larvae; **Factory**; **Political map**; Countries; Basin; **Desert**; Depression; **Stream**; **River**; **Mountain**s; Arid; **Drought**; **Profit**; **Trade**; **Trade route**; Domestic **trade**; Inter**national** **trade**; **Import**; **Container**; **Container ship;** **Export**; Brand; Company; Hectare; **Caribbean**; **Tropical**; **Climate**; **Growing season**; Drainage; **Hurricane**; Pesticide; Polyethylene; **Irrigation**; **Profit**; **Plantation**; **Technology**; **Fertiliser**; **Farm**; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; **Dock**; Quay; Crane; **Dry dock**; Ferry; Hydrofoil; **River**; Confluence; Pier; Refinery; **Settlement**; **Heath**; **Estuary**; **Mud flat**; Cruise; Cargo; Terminal; Hovercraft; **Factory**; **Farm**; **Urban**; **Rural**; Fair**trade**; Premium; **Community**; **Development**; Co-operative; **Market**; **Sustainable**; Ethical. **Physical Geography/ features, Human Geography/ features**
Key Knowledge	• **Identify** and **describe** how physical features of rivers change from source to mouth; • Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground; • Use OS maps, aerial photographs and GIS to **recognise**, **describe**, **compare and contrast** and	• **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people; • **Evaluate** a range of evidence, reach a **conclusion** and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia;	• **Describe** and **explain** why the Silk Road was the most important trading route in the history of the world; **evaluate** and **reflect** upon some of the changes that occurred as a result of the movement of people and commodities along it; • **Explain** why and how countries trade with each other, **identify** and **describe** the

	explain how physical features change along the 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 and to **reach a conclusion** as to whether it constitutes a healthy habitat for living things; • **Identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife; • **Describe** the components of the hydrological or water cycle and **explain** the important role that rivers play; • **Recognise**, **describe** and **explain** the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and **evaluate** the evidence and **make a judgement** about the causes of its sudden decline and closure; • **Interpret** a range of geographical evidence to reach a **conclusion** as to why Bangladesh is at such a risk of serious annual river flooding; • **Understand** climatically what the *Little Ice Age* refers to and how occasional severe winters impacted upon the River Thames and the people of London;	• **Understand** why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** about what should be included in them; • **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland; • **Identify**, **describe**, **compare and contrast** and **explain** how global warming is affecting weather patterns around the world and evaluate its impact in different places; • **Understand** how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be; • **Understand** how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions; • **Describe** and **explain** how each of the main renewable sources of energy works, **evaluate** their advantages and disadvantages and make a **judgement** regarding which would be most suitable for the poorest countries in the world.	commodities that are most frequently traded and **evaluate** some benefits and disadvantages of trading; • **Compare and contrast** the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences; • **Describe**, **explain** and **reflect** on why the terms of international trade are not always fair for some producers of goods in other countries around the world; • **Explain** what Fairtrade is **compare and contrast** the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and **evaluate** and **judge** the benefits to be gained from Fairtrade certification; • **Evaluate** and **judge** the extent to which their school currently engages with Fairtrade, **understand** any constraints that exist; **reflect** and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status; • **Understand** what the ethical production and purchasing of clothes entails, **evaluate** and reach a **judgement** regarding the practice of popular clothing companies.