

Geography Long Term Plan



Subject: Geography

Our geography curriculum is designed to build a strong foundation of geographical knowledge, skills, and understanding from Nursery through Year 6. We aim to foster a sense of wonder about the world, encouraging children to explore and appreciate their local environment, the United Kingdom, and the wider world, progressively developing their awareness of diverse places, peoples, and environments.

Starting in **Nursery**, children explore *Our World and the Changing Seasons*, beginning with themselves and their immediate surroundings, before moving on to learn about people and places around the world, local habitats, and where the foods we eat come from. This early grounding in the natural world and local area lays the basis for understanding human and physical geography.

In **Reception**, the focus broadens to include *Towns and Local Places*, encouraging children to notice differences in environments such as towns and countryside, explore seasonal changes and animal behaviours, and recognise human diversity and global cultures. They also begin to develop an awareness of their local area, moving from Redcar to Saltburn, strengthening their connection to place.

Year 1 builds on this by exploring *Our Local Area and the UK*, investigating cityscapes and countryside through the lens of London and other UK regions, and examining the impact of weather and seasons on daily life. This introduces key geographical concepts such as land use, human and physical features, and weather patterns.

In **Year 2**, children deepen their understanding of the UK and begin to look beyond, with units on *Discovering Our Country – Redcar, the UK & Beyond*, *Exploring the World: Continents, Oceans & Australia*, and *Comparing the UK and Australia*. This year focuses on locational knowledge, comparing environments, and understanding climate zones and cultural differences.

By **Year 3**, pupils extend their study to include *UK and Europe*, focusing on mapping, key landmarks, landscapes, and transport. This encourages skills in map reading and fieldwork, alongside exploring natural landscapes and human impact.

Year 4 explores *Europe and Contrasting Regions*, contrasting different parts of the UK and beyond, with a focus on natural world explorers through fieldwork and studying physical features, thus developing analytical and observational skills.

In **Year 5**, the curriculum broadens to *Exploring America* and *North America Uncovered*, offering in-depth regional studies that combine physical and human geography alongside themes of environment and cultural identity. The *Our World, Our Voice* theme encourages global citizenship and awareness of environmental challenges.

Finally, **Year 6** culminates in a study of *Extreme Earth*, *Our Connected World*, and *Changing Planet*, where pupils tackle global issues such as natural disasters, sustainability, and the interconnectedness of people and places worldwide. This equips learners with a critical understanding of human-environment interaction and responsibility.

Throughout all year groups, the curriculum emphasises progressively geographical skills—using maps, atlases, globes, digital tools, fieldwork, and data interpretation—alongside developing vocabulary and critical thinking.

By the end of Key Stage 2 pupils will be confident, curious geographers with the knowledge, skills, and attitudes to appreciate diverse environments, cultures, and global issues, ready to be responsible global citizens.

Foundation Stage

Year Group Nursery	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Learning Theme	Autumn 1 - Our World and the Changing Seasons	Autumn 2 - All About Me and My World	<i>Spring 1</i> - People and Places Around the World	Spring 2- exploring Our Local Area – Woodlands and the Beach	Summer 1 - Habitats and Life Cycles	Summer 2 - Tasty Travels: Where in the World Do Our Fruits and Veggies Grow

Substantive Knowledge	<p><u>Different countries in the world</u> -Know that the world is made up of many different countries. -Know that not all places look the same – some are hot, some are cold, some have animals they haven't seen before.</p> <p><u>To understand changes in seasons</u> -Know that autumn is a season. -Know that during autumn, the weather gets colder, leaves change colour and fall from the trees. -Know that some animals collect food or prepare for winter</p>	<p><u>To understand places within their own immediate lives, including home and school</u> -Know that they live in a home and attend a school/nursery. - Know the names of familiar rooms, areas (kitchen, bedroom, classroom, playground). - Know who they live with and who helps them at school. <u>To begin to understand their local area</u> -Know that their home and school are part of a bigger place called their local area. - Know examples of local features (e.g., park, shop, road, postbox).</p>	<p><u>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</u> - Know that different countries have different foods, clothes, buildings, and ways of life. - Know that some people speak different languages and celebrate different festivals. <u>Continue developing positive attitudes about the differences between people.</u> - Know that people may look different, live in different ways, or have different beliefs—and that this is normal and good. - Know that differences can be interesting and exciting.</p>	<p><u>To know their local area and animals that live there</u> - Know that woodlands are areas with lots of trees and plants. - Know some animals that live in local woodlands (e.g., squirrels, foxes, birds, hedgehogs). - Know that the beach is near the sea and has sand or pebbles. - Know some animals that live at or near the beach (e.g., seagulls, crabs, fish, starfish).</p>	<p>Animals live in different habitats. Each animal has a specific home and environment where it can survive and grow.</p> <p>Animals grow and change through life cycles.</p>	<p>Fruits and vegetables grow in different parts of the world depending on climate and weather</p> <p><u>What Is Going to Change in Our School Day Now</u></p> <p>School is a place where we learn, play, and grow with others. Reception will bring new routines</p>
Disciplinary Knowledge	<p><u>Different countries in the world</u> Look at and talk about photos of people and places from around the world. - Use simple language to compare what they see (e.g., “They eat rice,” “Their houses look different”). - Ask and answer simple questions about images (e.g., “Why are they wearing that?”). <u>To understand changes in seasons</u> - Observe seasonal changes in the environment. - Describe what they see using appropriate vocabulary (e.g., “leaves are orange,” “it’s windy”).</p>	<p><u>To understand places within their own immediate lives, including home and school</u> -Talk about their own experiences at home and at school. - Identify and name key areas of their home and setting. - Begin to describe their daily routine. <u>To begin to understand their local area</u></p> <ul style="list-style-type: none"> - Google maps local area - Talk about places they go with their families. - Use positional and directional language (e.g., near, next to, down the road). 	<p><u>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</u> Look at and talk about photos, videos, or books showing life in different countries. - Ask questions about what they see. - Begin to compare these with their own experiences. <u>Continue developing positive attitudes about the differences between people.</u> - Show curiosity and respect when learning about others. - Participate in stories, songs, and activities that celebrate different cultures and people.</p>	<p><u>To know their local area and animals that live there</u> - Explore natural woodland materials (e.g., leaves, bark, sticks). - Observe and name common woodland animals / seaside life - Talk about what they see, hear, and smell in different settings - Describe features of the beach using sensory language. - Ask simple questions and share ideas about what animals need to live and grow.</p>	<p>Making simple comparisons.</p> <p>Exploring and identifying different habitats. Describing where animals are found and why.</p> <p>Observing life cycle stages over time.</p>	<p>Noticing differences between where food comes from. Beginning to use maps, globes, or images to explore food origins.</p> <p><u>What Is Going to Change in Our School Day Now</u> Asking questions about what is coming next.</p> <p>Reflecting g on feelings and sharing them with others Preparing for change through stories, visits, and discussion.</p>

Year Group Reception	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Learning Theme	Autumn 1 - I Wonder What a Town Is?	Autumn 2 - I wonder where all the birds have gone?	Spring 1 – I wonder why we are all different?	Spring 2 – I wonder if a polar bear would like to live in Africa?	summer term – I wonder what places I have visited in my local area – From Redcar to Saltburn
Substantive Knowledge	<u>Geographical Vocabulary</u> <u>Knowledge of Places + Local area knowledge</u> A town is a place where lots of people live and work. Towns have houses, shops, schools, and parks. We can use words like “street,” “road,” and “building” to talk about town Redcar has special places like the beach, parks, shops, and the harbour where boats come in. <u>Comparison of Environments</u> Understand differences between town and countryside environments. Towns have lots of buildings, roads, and people, while the countryside has more trees, fields, and animals.	<u>Geographical Vocabulary</u> <u>Seasons and Change</u> There are four seasons: spring, summer, autumn, and winter. Each season looks and feels different. <u>animals and hibernation</u> Some animals sleep during winter (this is called hibernating), and some animals move to warmer places (this is called migrating). <u>local area and season</u> The local area changes with the seasons — leaves change color, flowers bloom, and the weather feels different.	<u>people and communities</u> <u>beliefs and cultures</u> <u>global awareness</u> People have different skin colours, eye colours, hair types, and names. Families can be different, and people have different beliefs and special ways of doing things. China is a country far away where people celebrate Chinese New Year with fun festivals and fireworks.	<u>Knowledge of Places</u> <u>Geographical Vocabulary</u> Africa is a very hot place, and Antarctica is very cold. <u>Animals and Habitats</u> <u>People and communities</u> Different animals and people live in Africa and Antarctica. Polar bears live in cold places like Antarctica, and lions live in hot places like Africa.	<u>Local area knowledge</u> <u>Knowledge of place</u> My home is in Redcar. Redcar has streets, shops, and a beach Nearby places like Marske have parks and shops In Redcar, we can go to the beach, park, and playground We can walk, take the train, take a bus, or go by car to get to Saltburn Saltburn has a pier, beach, and shops <u>Geographical Vocabulary</u> Maps use pictures and symbols to show places and paths
Disciplinary Knowledge	Disciplinary Knowledge Observation and Exploration Using Simple Maps Describing Places Storytelling and Discussion	Disciplinary Knowledge Observation and Exploration Using Stories and Information Texts discussion and reflection	Disciplinary Knowledge Discussion and Storytelling Observation and Comparison respect and empathy Using Simple Maps	Disciplinary knowledge Basic Classification using simple maps observation and exploration.	Disciplinary Knowledge Observation and Exploration Using Simple Maps Describing Places comparison and discussion.
	ELG Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. ☑ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.				

Year Group	Year 1 Theme 1	Year 1 Theme 2	Year 1 Theme 3
Learning Theme	<i>Our Local Area and the UK</i>	<i>Cityscapes and Countryside: Exploring London and the UK</i>	<i>Wonderful Weather</i>

Substantive Knowledge	<p>-The UK has four countries: England, Scotland, Wales, and Northern Ireland, with capitals London, Edinburgh, Cardiff, and Belfast.</p> <p>-The UK can be identified on a map, globe, or in an atlas as an island nation in northwest Europe.</p> <p>--A country is a defined area with borders; a capital city is its main political and administrative centre.</p> <p>-The local area includes human features like roads and schools, and physical features like Redcar beach and parks.</p> <p>-The UK is surrounded by four seas: the North Sea, the Irish Sea, the English Channel, and the Atlantic Ocean.</p> <p>-The UK is part of the continent of Europe. It is one of the seven continents.</p> <p>-There are five oceans in the world: Pacific, Atlantic, Indian, Southern, and Arctic.</p>	<p>-London is the capital city of the United Kingdom and the centre of government and royal residence.</p> <p>-Key human features in London include Big Ben, Buckingham Palace, and Tower Bridge, built by people.</p> <p>-London's physical features include the River Thames, green parks, and surrounding natural hills.</p> <p>-Famous UK landmarks include Edinburgh Castle, Giant's Causeway, Cardiff Castle, and the Angel of the North.</p> <p>-Urban areas like cities and towns are built-up; rural areas like villages have fewer buildings and more open space.</p>	<p>-Different parts of the UK have varied weather, such as more rain in the west and cooler temperatures in the north.</p> <p>-The UK has seasonal weather patterns: cold winters, warm summers, and changing daily conditions like rain, wind, and sunshine.</p> <p>-Geographical language includes terms like north, coast, hill, valley, and river to describe places and features.</p> <p>-Some UK areas are wetter or windier than others, showing simple weather patterns across the country.</p> <p>-Kenya has different weather to the UK.</p>
Disciplinary Knowledge	<p>- Ask and answer geographical questions about where places are and what they are like.</p> <p>- Use maps, globes, and atlases to locate and describe places.</p> <p>- Use basic geographical vocabulary (e.g., town, beach, near, far, North, South).</p> <p>- Begin to use simple compass directions.</p> <p>- Create and interpret simple maps with basic symbols and keys.</p> <p>- Use fieldwork and observation to study local surroundings.</p>	<p>- Ask and answer simple geographical questions (e.g. What is this place like?).</p> <p>- Use aerial images and plans to recognise landmarks.</p> <p>- Use simple fieldwork and observations (including digital resources) to study features of places.</p> <p>- Use basic geographical vocabulary to describe physical and human features.</p> <p>- Identify patterns in how places are used (e.g. buildings in cities vs. open land in countryside).</p>	<p>- Use simple compass directions (N, S, E, W).</p> <p>- Ask and answer questions about locations and weather (e.g. Why is it wetter here?).</p>

Year Group	Year 2 Theme 1	Year 2 Theme 2	Year 2 Theme 3
Learning Theme	<i>Discovering Our Country – Redcar, the UK & Beyond</i>	Exploring the World: Continents, Oceans & Australia	Comparing the UK and Australia: A Journey Through Continents

Substantive Knowledge	<ul style="list-style-type: none"> - The UK is made up of four countries: England, Scotland, Wales, and Northern Ireland, each with a capital city. - The local area (Redcar) has identifiable human and physical features (e.g. roads, shops, coast, parks). - Physical geography includes features such as hills, forests, seas, and cliffs. - Human geography includes features like cities, towns, villages, offices, roads, and schools. - Redcar can be compared with other parts of the UK (e.g. London, Belfast, Cardiff, Edinburgh). <p>Weather can change daily (e.g., sunny, rainy, windy).</p> <p>The UK has four seasons, each with different weather.</p> <p>Places by the sea, like Redcar, often have windier or wetter weather than places inland.</p>	<ul style="list-style-type: none"> - The world is divided into continents and oceans. - The Earth has 7 continents: Africa, Asia, Europe, North America, South America, Australia, and Antarctica. - The Earth's surface is mostly water, made up of 5 oceans: Pacific, Atlantic, Indian, Southern, and Arctic. - Oceans surround continents and cover most of the planet. - Oceans are important for weather and climate. - Each continent has many countries. - Australia is both a country and a continent. - Australia has several states and territories, including Queensland, Victoria, New South Wales, and Northern Territory. - States and territories have their own capitals and important cities - Australia is a unique country with diverse physical features such as the outback, rainforests, and deserts. - Key locations in Australia include Queensland, Victoria, New South Wales, and Northern Territory. - Aboriginal people are the first inhabitants of Australia. - Aboriginal people use traditional tools and music, like boomerangs and didgeridoos. The Aboriginal people have rich cultural heritage, with traditions such as the Dreamtime stories and use of the boomerang and didgeridoo. - The Equator is an imaginary line around the middle of the Earth and is where it is hottest. - The North Pole and South Pole are at the top and bottom of the Earth and are the coldest places. - Countries near the Equator are usually hot, and countries near the poles are very cold. 	<p>The UK and Australia are both countries with distinct features.</p> <ul style="list-style-type: none"> - Australia is a continent and a country, but not just one or the other. - Key locations in Australia include the Outback, Sydney Harbour, Great Barrier Reef, Uluru, and the Daintree Rainforest. - The UK consists of England, Scotland, Wales, and Northern Ireland. - The climate in Australia varies, with many areas being warmer and drier compared to the UK. - There are differences in everyday life, customs, and the way English is spoken in both countries. - Australia has diverse physical features like deserts, rainforests, and coastal regions, while the UK has more temperate climates and is known for its historical landmarks and urban areas.
Disciplinary Knowledge	<ul style="list-style-type: none"> - Use world maps, atlases, and globes to locate the UK and its countries. - Recognise and describe human and physical features using aerial photos and fieldwork. - Use simple compass directions (N, E, S, W). - Devise simple maps using basic symbols and grid references. - Compare and contrast rural vs. urban areas in the UK. - Use fieldwork to observe the geography of the local area and how people interact with it. 	<ul style="list-style-type: none"> - Use world maps, globes, and atlases to locate continents, countries, and oceans. - Use basic geographical language to refer to and describe places and climates. - Use aerial images to identify physical features (e.g. mountains, oceans, deserts). - Compare and contrast physical and human features of different places, such as Australia and the UK. - Understand the concept of latitude and longitude, focusing on the equator and the poles. 	<ul style="list-style-type: none"> - Use world maps, globes, and atlases to locate Australia, the UK, and key places in both. - Use basic geographical language to describe and compare places in both countries. - Use simple fieldwork and observational skills to compare physical features of Australia and the UK. - Use compass directions to map out locations in both countries. - Understand the geographical differences between rural and urban areas in both countries, comparing places like the Outback in Australia with urban cities in the UK. - Devise simple maps for tourists visiting the UK and Australia, using basic symbols and grid references.

Year Group	Year 3 Theme 1	Year 3 Theme 2	Year 3 Theme 3
Learning Theme	UK and EUROPE	Mapping the UK: Landmarks, Landscapes and Lives	Natural Landscapes and Transport in the UK

Substantive Knowledge	<p>The UK is in northwestern Europe and made up of England, Scotland, Wales, and Northern Ireland.</p> <p>It is surrounded by the North Sea (east), English Channel (south), Irish Sea (west), and Atlantic Ocean (west and north).</p> <p>The UK is part of the continent of Europe.</p> <p>The UK is closest to the Atlantic Ocean, which connects it to North America.</p> <p>Located east of the UK across the North Sea; known for technology and history.</p> <p>Know about the physical and human features of the following European countries: Spain, Belgium, Netherlands, France.</p> <p>Spain lies south of the UK; known for warm weather, beaches, and Spanish culture.</p> <p>Belgium is Southeast of the UK across the English Channel; known for chocolate and the EU.</p> <p>Netherlands is Northeast of Belgium, famous for canals, windmills, and cycling.</p> <p>Comparison between France and UK: The UK is cooler and wetter; France is generally warmer, especially in the south</p> <p>The UK is in the Northern Hemisphere, far above the Equator. It lies in both the Northern and Western Hemispheres.</p> <p>The UK is outside the tropical zone and has a temperate climate.</p> <p>The UK uses GMT and switches to BST (GMT+1) in summer.</p> <p>Tourism is when people travel for leisure, culture, or adventure, helping local economies and spreading culture.</p>	<p>London is the capital city of the United Kingdom and England. Edinburgh is the capital of Scotland.</p> <p>Cardiff is the capital of Wales. Belfast is the capital of Northern Ireland.</p> <p>London landmarks include Big Ben, the Tower of London, and Buckingham Palace.</p> <p>Edinburgh Castle is a famous landmark in Scotland, sitting on Castle Rock. Cardiff Castle is a historic site in the centre of Cardiff.</p> <p>Giant's Causeway is a famous natural landmark in Northern Ireland.</p> <p>Urban areas are towns and cities with high population density, like Manchester, Birmingham, and Glasgow. Rural areas are countryside or villages with low population density, often used for farming and nature conservation.</p> <p>Land in the UK is used for housing, farming, industry, and forests. Motorways, railways, airports, and ports are used to transport goods. Goods like food, electronics, and cars are transported by lorries, trains, ships, and planes.</p> <p>Counties, Towns, Villages, and What They Are Known For Cornwall – Known for its beaches and coastal villages. York – A historic city with a large cathedral and Roman walls. Stratford-upon-Avon – Birthplace of William Shakespeare. Bath – Known for Roman baths and Georgian architecture. Lake District (Cumbria) – Famous for lakes, walking trails, and mountains.</p> <p>Ancient Castles and Monasteries and Why They Were Located There Castles were often built on hilltops or cliffs for defense and visibility. Monasteries were built in remote areas for peace and isolation, often near rivers for water access.</p>	<p>The River Thames flows through London.</p> <p>The River Severn is the longest river in the UK.</p> <p>Ben Nevis is the tallest mountain in the UK and is in Scotland. The Lake District has many lakes and mountains and is in north-west England.</p> <p>Snowdon is the highest mountain in Wales.</p> <p>The Cairngorms are a mountain range in Scotland.</p> <p>The Pennines are mountains in northern England.</p> <p>A source is where a river begins, often in hills or mountains.</p> <p>A mouth is where a river ends and flows into the sea or a lake.</p> <p>A meander is a bend or curve in a river.</p> <p>A tributary is a smaller river that flows into a bigger river.</p> <p>A floodplain is flat land near a river that can flood.</p> <p>The UK has motorways, trains, and airports for travel. The Eurostar train goes from London to Paris and Brussels. The Channel Tunnel connects England and France. Ferries go from UK ports to Ireland and Europe.</p> <p>Major UK ports include Port of Felixstowe, Southampton, and Liverpool. Busy roads and cities can have traffic congestion. Cars, lorries, and planes cause air pollution. Ports are used to import and export goods.</p>
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<div>Disciplinary Knowledge</div>	<p>Use world maps, atlases, globes</p> <ul style="list-style-type: none">- Label maps with key features- Use geographical language to describe locations- Compare countries using key vocabulary- Begin using compass directions and simple grid references	<p>Use four-figure grid references, compass points, symbols and keys</p> <ul style="list-style-type: none">- Compare rural and urban areas- Conduct fieldwork using sketches, graphs, digital tools- Record and describe human and physical features- Analyse settlement patterns and land use	<p>Use fieldwork and maps to identify rivers and mountains</p> <ul style="list-style-type: none">- Plan routes using maps and digital tools- Use and interpret maps for transport links- Describe physical features using key terminology- Analyse transport systems and environmental impact
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Year Group	Year 4 Theme 1	Year 4 Theme 2	Year 4 Theme 3
	Autumn	Spring	Summer
Learning Theme	Exploring Europe – Our Neighbours	Contrasting Regions – The UK and Beyond	Natural World Explorers – Fieldwork and Features
Substantive Knowledge	<ul style="list-style-type: none"> Location of Key European Countries and Capitals France – Capital: Paris Germany – Capital: Berlin Spain – Capital: Madrid Italy – Capital: Rome Poland – Capital: Warsaw Norway – Capital: Oslo Sweden – Capital: Stockholm Greece – Capital: Athens Netherlands – Capital: Amsterdam Portugal – Capital: Lisbon Key Physical and Human Features of European Regions Physical Features: The Alps are a major mountain range across France, Switzerland, Italy, and Austria. The Pyrenees form a natural border between Spain and France. The Danube River flows through many countries, including Germany, Austria, and Hungary. The Mediterranean Sea borders southern Europe. The Scandinavian Peninsula includes Norway and Sweden and has many mountains and forests. Human Features: Paris, Rome, and Berlin are large cities with famous buildings and history. Venice, Italy, is known for canals and tourism. The Ruhr region in Germany is highly industrial. Barcelona and Madrid are cultural centres in Spain. Athens is known for its ancient Greek history and monuments. Differences Between the UK and Mainland Europe <p>The UK is an island, while mainland Europe is connected by land. The UK uses pounds (£), but most European countries use the euro (€). The UK drives on the left side of the road; most of Europe drives on the right. The UK has a parliamentary monarchy, while some European countries have presidents. The Channel Tunnel links the UK to France by train. The UK has left the European Union, but many mainland countries are still members.</p>	<ul style="list-style-type: none"> Comparison of Physical and Human Geography Between UK Regions and Another Continent (e.g. Africa or Asia) <p>Physical Geography: The UK has a mild climate with hills, rivers, and forests. Africa has hot deserts (e.g. Sahara), rainforests, mountains, and savannahs. Asia has tall mountains (e.g. the Himalayas), large rivers (e.g. the Yangtze), deserts (e.g. Gobi), and monsoon climates. The UK has four seasons, while parts of Africa and Asia may have wet and dry seasons.</p> <p>Human Geography: The UK is highly developed with many cities, roads, and public services. Some parts of Africa are less developed with fewer roads, hospitals, and schools. Asia has both very large cities (e.g. Tokyo, Mumbai) and rural farming areas. UK cities tend to be smaller than many Asian cities.</p> <ul style="list-style-type: none"> Understanding How Features Have Changed Over Time UK rivers have been changed by people building dams and flood defences. Forests in the UK were cleared over time to make space for farming and cities. In the past, many people in the UK lived in the countryside, but now more live in towns and cities. Coastlines have changed due to erosion and sea defences. In other continents, urban areas have grown quickly due to population growth and economic development. <p>Recap and Extend Europe Knowledge. Europe is made up of many countries like France, Germany, Italy, Spain, and Poland. Each country has a capital city, such as Paris (France) and Rome (Italy). Europe has many physical features: the Alps, Danube River, and Mediterranean Sea. Human features include famous cities, buildings, and transport systems like high-speed trains. Most of Europe uses the euro and drives on the right side of the road. Europe has a mix of languages, cultures, and histories.</p>	<ul style="list-style-type: none"> Introduction to Natural Processes: Erosion and Deposition. Erosion is when water, wind, or ice wears away rocks and soil. Rivers can erode their banks and beds, making valleys wider. Deposition is when rivers or wind drop the materials they carry, like sand or pebbles. Beaches are made by deposition of sand and stones. Erosion can create features like cliffs and caves. Deposition can create sandbanks, deltas, and spits Local Landforms and Physical Features Landforms include hills, valleys, rivers, lakes, and cliffs. A valley is a low area between hills or mountains, often with a river. A hill is a raised area of land, smaller than a mountain. A river flows from its source to its mouth. Coastlines can have beaches, cliffs, and bays. Local physical features depend on the region's geology and weather. How Human Activity Affects Physical Geography Building cities and roads changes the natural land. Farming can change the soil and remove trees. People build dams and reservoirs, which change rivers. Pollution from factories and cars can harm land and water. Deforestation removes trees and can cause soil erosion. Coastal areas may have sea walls to stop erosion by the sea.
Disciplinary Knowledge	<ul style="list-style-type: none"> Use of geographical vocabulary to describe similarities and differences. Use of maps, atlases, globes and digital mapping. Use of compass directions, grid references, symbols and keys 	<ul style="list-style-type: none"> Use of digital/computer mapping for comparison Apply vocabulary to describe changes over time Interpret symbols, compass points and simple data 	<ul style="list-style-type: none"> Conduct fieldwork using sketch maps, digital tools and graphs Record and present physical/human features Use digital tools to support analysis

Year Group	Year 5 Theme 1	Year 5 Theme 2	Year 5 Theme 3
Learning Theme	Autumn Theme: <i>Exploring America</i>	Spring Theme: <i>North America Uncovered</i>	Summer Theme: <i>Our World, Our Voice</i>

Substantive Knowledge	<p>North America includes countries like the United States, Canada, and Mexico. The capital of the United States is Washington, D.C. Canada's capital is Ottawa. Mexico's capital is Mexico City. South America includes countries like Brazil, Argentina, and Chile. The capital of Brazil is Brasilia. Argentina's capital is Buenos Aires. Chile's capital is Santiago.</p> <p>Key Physical Features of North America The Rocky Mountains run through the western part of North America. The Mississippi River is one of the longest rivers in North America. North America has many biomes including forests, deserts, and tundra. The Great Lakes are a group of large freshwater lakes in North America.</p> <p>Key Human Features of North America Large cities like New York, Los Angeles, and Toronto are important settlements. Land use includes urban areas, farmland, forests, and national parks. Trade links include major ports like the Port of Los Angeles and important highways and railways.</p> <p>Geographical Diversity of the Americas North America has different climate zones including arctic, temperate, and tropical climates. Vegetation belts include rainforests, grasslands, and deserts. Economic activities include farming, mining, manufacturing, and tourism. South America has the Amazon Rainforest, the largest tropical rainforest in the world.</p>	<p>Similarities and Differences Between North America and the UK. North America has a wide range of climates, from Arctic cold in Canada to tropical heat in parts of the USA and Mexico. The UK has a mild, temperate climate with more rainfall. Both have large cities, but North America has much bigger cities like New York and Los Angeles. The UK has a rich history with many historic towns and villages, while North America has newer settlements. Industries in North America include technology, farming, mining, and entertainment. The UK's industries include finance, manufacturing, and tourism. Both places have diverse cultures, but North America has many different ethnic groups due to immigration.</p> <p>Reasons Behind Geographical Differences. Trade in North America is supported by large ports, highways, and railways, helping goods move across vast distances. The UK, being smaller, has a dense transport network of roads, trains, and airports. Urban development in North America includes sprawling suburbs, while the UK has more compact cities. Tourism in North America often focuses on natural attractions like national parks; the UK attracts visitors to historic sites and cities.</p> <p>Use of Geographical Vocabulary Words like climate zones, urban development, trade links, transport networks, cultural diversity, and industry types help describe and explain patterns. Understanding features like settlement size, economic activities, and environmental differences helps compare regions.</p>	<p>Introduction to Ordnance Survey (OS) Maps and Local Landmarks OS maps show detailed information about places using symbols and colors. They help us find landmarks like schools, parks, roads, and rivers. OS maps are useful for exploring local areas.</p> <p>Redcar has a coastline with beaches and cliffs. It has different types of transport like roads and train lines. There are many kinds of housing, including houses and apartments. Redcar has green spaces like parks and fields. There are local industries such as factories and shops.</p> <p>Population data tells us how many people live in an area. Land use data shows how land is used for housing, farming, or industry. Traffic data shows how busy roads are. Environment data looks at things like air quality and green spaces.</p> <p>Some towns in North America also have coastlines and industries. North American towns might be larger or have different types of transport. Both places have housing, green spaces, and local businesses.</p>
Disciplinary Knowledge	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital tools to identify, locate and describe features. • Communicate geographically using appropriate terms (e.g., population, elevation, region) . • Begin to form geographical questions about places studied 	<ul style="list-style-type: none"> • Use 4-figure grid references, compass directions, symbols and keys to interpret maps. • Analyse and compare geographical data (climate graphs, maps, satellite images) • Justify opinions and conclusions based on a range of geographical evidence 	<ul style="list-style-type: none"> • Conduct local fieldwork using observation, data collection and sampling methods • Evaluate the usefulness of different geographical representations (aerial images, OS maps, digital maps) • Present findings using appropriate vocabulary and tools (charts, annotated maps, reports)

Year Group	Year 6 Theme 1	Year 6 Theme 2	Year 6 Theme 3
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Learning Theme	Autumn Term <i>Extreme Earth</i>	Spring Term <i>Our Connected World</i>	Summer Term <i>Changing Planet</i>
Substantive Knowledge	<p>The Earth has four main layers: crust, mantle, outer core, and inner core. The crust is the thin outer layer where we live. The Earth’s crust is broken into large pieces called tectonic plates. These plates move slowly and can cause earthquakes and volcanoes when they meet. Plate boundaries are where earthquakes and volcanoes often happen.</p> <p>A fault line is a crack in the Earth’s crust where movement happens. The epicentre is the point on the Earth’s surface above where the earthquake starts. The magnitude is a number that shows how strong the earthquake is. Seismic waves are the energy waves that move through the ground during an earthquake.</p> <p>Volcanoes: Magma, Vents, and Types Magma is melted rock beneath the Earth’s surface. When magma escapes through a vent, it becomes lava. There are different types of volcanoes: Shield volcanoes have gentle slopes and runny lava. Composite volcanoes have steep sides and explosive eruptions. Dome volcanoes have thick lava that builds up around the vent.</p> <p>How People Respond: Government, Engineers, Communities Governments help by warning people and preparing emergency plans. Engineers build strong buildings that can survive earthquakes. Communities prepare with drills, emergency kits, and safety rules.</p> <p>Impacts of Earthquakes and Volcanoes Social impacts: people can be injured or lose their homes. Economic impacts: businesses and jobs can be lost, and repairs cost a lot of money. Environmental impacts: land can change, animals can lose habitats, and air and water can be polluted.</p> <p>Global Case Studies (Examples) Haiti (2010) – A strong earthquake caused major damage and loss of life. Mount Vesuvius, Italy – A volcano that destroyed the Roman city of Pompeii. Japan (2011) – An earthquake and tsunami caused damage and a nuclear disaster.</p>	<p>Types and Vegetation Polar climates are very cold with ice and snow most of the year. Tropical climates are hot and wet, often near the equator. Temperate climates have warm summers and cool winters. Different climates support different types of vegetation (plants), like forests or grasslands.</p> <p>A biome is a large area with a certain climate, animals, and plants. Rainforests are hot and wet with tall trees and lots of wildlife. Tundra is cold and dry with low plants and frozen ground. Savannah is warm with grasses and a few trees. Deserts are hot and dry with very little rain and few plants.</p> <p>Human Settlement Patterns and Land Use Urban areas. Land is used for different purposes like farming, housing, industry, and transport.</p> <p>Natural Resources and Trade Renewable resources (like wind, solar, water) can be used again and again. Non-renewable resources (like oil, coal, gas) will eventually run out. Countries trade goods like food, clothes, and fuel with each other.</p> <p>Global Interdependence Imports are goods a country buys from another country. Exports are goods a country sells to others. Aid is help given to countries in need, often after disasters. Fair trade means farmers and workers are paid fairly for their products.</p> <p>Local and Global Comparisons Local places might have mild weather, while other places (like the desert or rainforest) have very different climates. Vegetation depends on climate – for example, grasses in dry areas or trees in wet areas. Some places have busy cities, others have small villages or farms.</p>	<p>How and Why Places Change Over Time Places change when new buildings, roads, or transport are added. Towns and cities grow as more people move in. Natural events like floods or erosion can also change the land. Land that was once countryside can become urban over time.</p> <p>Environmental Impact of Human Activity Pollution from cars, factories, and rubbish harms the air, land, and water. Deforestation happens when trees are cut down, which affects wildlife and the climate. Building and farming can damage natural habitats.</p> <p>Sustainable Use of Resources Sustainable use means using resources in a way that protects them for the future. We can save water, recycle materials, and use renewable energy like wind and solar power. Using land carefully helps nature and people.</p> <p>Reasons for Geographical Similarities and Differences Places can be similar or different because of their climate, location, and resources. Some places have mountains, while others have plains or rivers. People live differently depending on the weather, land, and jobs in their region.</p> <p>Human Response to Environmental Change People build flood defences and plant trees to protect the environment. Governments and communities work together to reduce pollution. People change how they travel, build, and farm to help the planet.</p>
Disciplinary Knowledge	<ul style="list-style-type: none"> • Use of atlases, globes, digital mapping • Compass directions, 4-figure grid references, OS symbols • Evaluating aerial/topological maps • Describing and interpreting geographical patterns 	<ul style="list-style-type: none"> • Fieldwork sampling: measure & record human/physical features • Comparative studies of countries’ climate, vegetation and human characteristics • Analyse data from a range of resources to support reasoning 	<ul style="list-style-type: none"> • Synthesising different geographical data and maps • Understanding spatial variation and scale • Formulating conclusions from fieldwork and global data • Evaluating effectiveness of geographical representations

