Bushey Heath Primary School
Geography Curriculum Overview

Geography is a field of science devoted to the study of the Earth's physical properties and how they are affected by human activity; not merely where objects are, but also how they have changed and come to be.

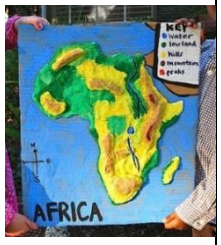
INTENT	**7 Key Geographical Concepts**
Our geography curriculum enables pupils to become global citizens, inspiring a curiosity and fascination with the world and its people that will remain with them for the rest of their lives. Rooted in the National Curriculum, it builds knowledge of physical and human geography while developing practical geographical skills **via a 5-stage process:** 1. **To investigate high quality examples of mapping (physical maps, ancient maps, virtual maps, alternative maps).** 2. **To determine which geographical features the children wish to research and with a clear understanding why.** 3. **To conduct field work/research to gather and then represent data efficiently and numerically (i.e., tally).** 4. **To create a visual representation of the data and explore outcomes designed for the audience in mind (i.e., map/bingo cards/orienteering/debating).** 5. **To reflect on skills and knowledge learnt – essay planning and writing.**	• **Space** – Where places are located and how they are connected. • **Place** – What a place is like, what happens there, and how it changes over time. • **Scale** – Viewing places from local to global. • **Physical Geography** – Natural features, processes, plants and animals. • **Human Geography** – How people use, change and depend on the Earth. • **Interdependence** – How countries and communities are connected globally. • **Environmental Interaction** – How humans adapt to and impact the environment. • **Cultural Understanding & Diversity** – How culture, beliefs, and ways of life differ between places.

	Understanding the World: People Culture and Communities ELG
Early Years Foundation Stage	Children at the expected level of development will: • Explore and describe their immediate environment, noticing features and changes through **observation, discussion, stories, non-fiction texts, and maps**. • Recognise and discuss **similarities and differences** between their own community and other countries, drawing on stories, facts, and maps. • Begin to understand **people, cultures, and communities** beyond their immediate experience. • Observe and talk about **natural features, weather, and seasonal changes** in the environment.

Key Stage 1

Year 1 Focus Country (UK and Greenland)	Unit 1	Unit 2
	Lesson 1: Key Knowledge **LO: What do I need to know about the UK?** **Activities/Focus:** • *Continent Song* to introduce continents and the UK. • Use world maps, atlases, and globes to locate the UK and its countries. • Name and locate the four countries of the UK, their capitals, and surrounding seas. • Zoom in to study the local area and school geography. • Discuss and record the weather today and compare with other parts of the UK. • Explore hot and cold regions of the world in relation to the Equator and Poles.	**Lesson 1: Key Knowledge** **LO: What do I need to know about Nuuk, Greenland?** **Activities/Focus:** • Locate both places on a world map or globe. • Compare weather and climate (cold Greenland vs milder UK). • Compare homes and buildings (igloos/colourful houses vs brick houses/flats). • Compare transport (boats, snowmobiles vs cars, buses, trains). • Compare population size (small Nuuk vs large London). • Identify physical features (ice, snow, sea vs parks, river, city). • Identify human features (shops, roads, schools, houses). • Use photos to spot similarities and differences. • Sort images into “London” or “Nuuk”. • Draw and label a simple picture of each place. • Talk about which place they would prefer to live and why.
	Lesson 2: Research visual representation **LO: What do different weather maps look like?** **Activities/Focus:** • Research visual representations of the United Kingdom and weather maps	**Lesson 2: Research visual representation** **LO: What do different weather maps look like?** **Activities/Focus:** • Research visual representation of local area and compare with maps from a contrasting non – European country i.e., Greenland
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • To understand why we carry out fieldwork • Establish one aspect that you will be collecting data for via fieldwork or research e.g., daily weather, wind direction through observation/ via weather station/weather reports • Collect information using a graph/tally chart/pictogram	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Collect data in raw form i.e., numbers or tally
	Lesson 4: Visual Representation/Map creation	**Lesson 4: Visual Representation/Map creation** **LO: Creating our visual representation.** **Activities/Focus:** • Produce visual representation of raw data i.e., create map. • Ensure photo of final visual representation is in books.

	LO: Creating our visual representation. **Activities/Focus:** • Produce visual representation of raw data i.e., create map. • Use of ***Digital Hub*** to present data e.g., weather report/mini vlogs. • Ensure photo of final visual representation is in books. 	
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning) **LO: Reflecting on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)** **LO: Reflecting on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 1 National Curriculum **Progression of Knowledge & Skills**	• *Ask simple geographical questions about places and environments.* • *Use maps, atlases and globes to identify the UK, its countries, continents and oceans.* • *Identify hot and cold areas of the world, including the Equator, North Pole and South Pole.* • *Explore seasonal and daily weather patterns in the UK and the local area.* • *Use aerial photographs and simple maps to recognise landmarks and identify places.* • *Create simple maps using basic symbols and keys.* • *Use simple compass directions (N, S, E, W) and positional language (e.g., near, far, left, right) to describe locations.* • *Investigate the school and local environment, identifying key human and physical features.* • *Use simple fieldwork and observation to study the school grounds and surrounding area.* • *Collect and present simple geographical data using maps, charts or drawings.* • *Compare the local area with a contrasting place, identifying similarities and differences.* • *Communicate geographical learning through discussion and simple written work.*	
Vocabulary	*North and South Poles, Equator, four compass points, continents, oceans.*	*Key human features, including: city, town, village, factory, farm, house, office.* *Key physical features, including: forest, hill, mountain, soil, valley, vegetation.*
Year 2 **Focus Country (UK and Kenya)**	**Unit 1**	**Unit 2**
	Lesson 1: Key Knowledge **LO: What do I need to know about Kenya?** **Activities/Focus:** • Recap prior knowledge re: the UK weather and North Pole • *Continent Song* to recap continents	**Lesson 1: Key Knowledge** **LO: What do I need to know about ports in _____ and the UK?** **Activities/Focus:** • Compare maps of Mombasa and Dover, labelling key features. • Explore aerial or satellite photos to spot docks, ships, cranes, and beaches. • Sort images or cards of port features into human vs. physical.

	• Identify the location of hot and cold areas of the world in relation to the UK and Kenya. Focus on the hottest/coldest place in Kenya and the UK	• Draw a simple map of a port using symbols and a key. • Compare coastal environments (beaches, harbours, cliffs) between Kenya and the UK. • Complete a table comparing key features of the two ports.
	Lesson 2: Research visual representation **LO: What do maps showing endangered species look like?** **Activities/Focus:** • Explore conservation maps of Kenya (e.g., national parks and reserves) • Wildlife distribution maps (showing where species such as elephants, rhinos, or lions live) • Habitat maps (savannah, forest, wetlands etc.) • National parks and conservation area maps (e.g., protected areas in Kenya) • Population maps or infographics showing endangered species numbers • Satellite/aerial images of Kenyan landscapes and habitats • Photo comparisons of animals and their habitats	**Lesson 2: Research visual representation** **LO: What do maps of ports and waterways in _____ and our local area look like?** **Activities/Focus:** Visual representations pupils could explore and compare: • Port maps (e.g., the port city of Mombasa) • Waterway maps of the Grand Union Canal • Local park maps of Cassiobury Park • Trade or shipping route maps in East Africa • Satellite/aerial images of ports and canals • Diagram maps of canals and locks
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • Research endangered animal population: Grevy's Zebra, The Black Rhino, Lesser Kudu, Thomson's Gazelle, Hirola/Hunter's Antelope etc. • Collect information using a graph/tally chart/pictogram	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • To understand why we carry out fieldwork, link to how waterways are now used and have been used in the past • Fieldwork carried out on trip to Cassiobury Park • Establish one aspect that you will be collecting data for e.g., count boats/ birds/ working boats/ fisherman and gather information using a graph/tally chart/pictogram
	Lesson 4: Visual Representation/Map creation **LO: Creating our visual representation.** **Activities/Focus:** • Produce 3D visual representation with whole class; children making model animals to represent endangered species • Use of scale to represent those animals most/least endangered • Ensure photo of final visual representation is in books. 	**Lesson 4: Visual Representation/Map creation** **LO: Creating our visual representation.** **Activities/Focus:** • Produce visual representation of raw data i.e., pictorial maps from field trip data. • Ensure photo of final visual representation is in books.
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)**

	LO: Reflecting on my learning in geography. **Activities/Focus:** • To plan and produce a piece of extended writing.	**LO: Reflecting on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 1 National Curriculum **Progression of Knowledge & Skills**	• *Ask and answer simple geographical questions about places and environments.* • *Locate the UK and its countries and identify hot and cold areas of the world using maps, atlases and globes.* • *Use maps, atlases, globes, aerial photographs and plan perspectives to recognise landmarks and identify places.* • *Use simple compass directions (N, S, E, W) and positional language (e.g., near, far, left, right) to describe locations and routes.* • *Create simple maps using symbols and basic keys.* • *Identify and compare human and physical features in the local area and other places.* • *Compare places, identifying similarities and differences between locations locally and globally.* • *Use simple fieldwork and observational skills to study the school grounds and surrounding environment.* • *Collect, record and present geographical information using maps, charts, diagrams or simple models.* • *Use geographical vocabulary to describe places and features.* • *Communicate geographical learning through discussion, diagrams and simple written work.*	
Vocabulary	*Africa, Equator, four compass points, United Kingdom, capital city, continent, ocean, endangered.*	*Key physical features, including: beach, endangered, ocean, river, soil, valley, vegetation, season and weather habitats* *Key human features, including: city, town, village, factory, house, office, port, harbour and shop, cultural differences.*

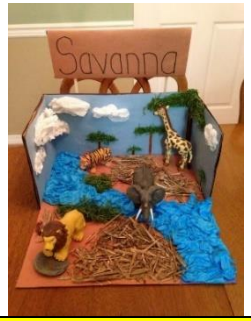
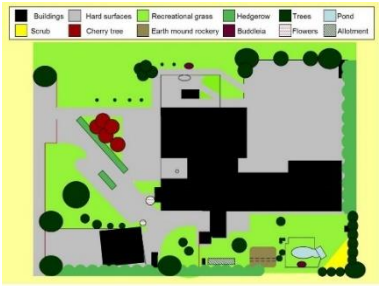
Key Stage 2

Year 3 **Focus (UK/Europe & Volcanoes and Earthquakes)**	**Unit 1**	**Unit 2**	
	Lesson 1: Key Knowledge **LO: What do I need to know about Europe?** **Activities/Focus:** • Explore the geographical location of European countries and their cities • Locate the following on a blank map – using laptop to help identify key physical/human features:	**Lesson 1/2: Key Knowledge**	
		LO: What do I need to know about Earthquakes? **Activities/Focus:** • Watch a short video showing what happens during an earthquake. • What are the physical implications on the	**LO: What do I need to know about Volcanoes?** **Activities/Focus:** • What is a volcano and where do they form? (linked to plate boundaries and the Ring of Fire)

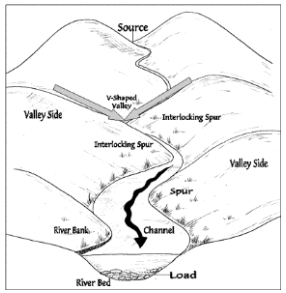
	Major cities: Moscow, Russia; London, United Kingdom; St Petersburg, Russia; Berlin, Germany; Madrid, Spain; Rome, Italy; Kyiv, Ukraine; Paris, France; Bucharest, Romania; Budapest, Hungary Bordering Bodies of Water: Atlantic Ocean, Mediterranean Sea, Bay of Biscay, North Sea, Baltic Sea, Black Sea Major Rivers and Lakes: Danube River, Elbe River, Loire River, Po River, Rhine River, Volga River, Ladoga Lake, Onega Lake, Lake Geneva, Lake Como Major Geographical Features: Alps, Ural Mountains, Pyrenees, Carpathian Mountains etc.	environment? What are the implications for humans? • Label the layers of the Earth on a diagram. • Discuss how scientists measure earthquakes: using a seismometer and the Richter scale	• What are the three different types of volcano? • What happens during a volcanic eruption? • What are magma and lava, and how are they different? • How do volcanoes affect people and the environment?
	Lesson 2: Research visual representation **LO: What do different maps of Europe look like?** **Activities/Focus:** • Children to explore alternative maps of Europe • Compare alternative maps with a physical map (rivers, mountains, coastlines) to build locational knowledge. • Use blank maps for pupils to practise labelling countries, rivers, and seas. • Explore population maps to see where people live and link this to data on major cities or capitals. • Introduce a cartogram or historic map to spark discussion about what maps are and what they show	**Lesson 2: Research visual representation** **LO: What do maps showing volcanoes and earthquakes look like?** **Activities/Focus:** • How are volcanoes and earthquakes mapped? How are they measured? • Explore drone footage of volcanic eruptions. • Display one of the live maps and locate earthquake-prone areas • Which continents have the most active volcanoes? Link to plate boundaries and the Ring of Fire)	
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • Children to each investigate different European country and collect data for their own Top Trump Cards. Key data: • Physical Geography/Size; Area (km^2) – how big the country is; Highest mountain (name & height in metres); Longest river (name & length in km) • Population & Human Geography; Population (total number of people); Capital city (could add a score based on size or population); Number of official languages • Climate / Environment; Average temperature or climate type; Number of UNESCO World Heritage sites; Coastline length (km)	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • Focus on geographical enquiry skills: researching, collecting data, comparing places, and presenting information. • Children investigate volcanoes across different countries/continents • Research where earthquakes occur and where volcanoes are active. Children collect data on these volcanoes/sites of significant earthquakes in the past. Key Data: • Location – country and continent where the volcano is found. • Height of the volcano (in metres). • Type of volcano (e.g., shield, composite/stratovolcano, cone). • Last eruption (year or “active/dormant/extinct”). • Number of eruptions recorded (if available).	

	• Fun / Interesting Facts (optional, non-numerical); Famous landmarks (e.g., Eiffel Tower, Colosseum); National animal or symbol; Famous food or cultural feature	• Elevation above sea level compared to nearby land. • Distance from the nearest city or town. • Volcanic Explosivity Index (VEI) or eruption strength (simplified scale).
	Lesson 4: Visual Representation/Map creation **LO: Creating our visual representation.** **Activities/Focus:** • Create 'Top Trump Cards' for each European Country: longest river, population, highest mountain, biggest desert, largest forest etc. • Display all Top Trump Cards on a class map of Europe. • Ensure copy/photo of both TT card and whole class map is in books.	**Lesson 4: Visual Representation/Map creation** **LO: Creating our visual representation.** **Activities/Focus:** <u>Ways Pupils Could Present the Data:</u> • Comparison table of different volcanoes. • Bar chart comparing volcano heights. • Children write details on small cards and pin their information on to an enlarged, whole class map. Use Pacific-Centred map to indicate *Ring of Fire*. • Children could present to the class the information on earthquakes and volcanoes based on their given continent (Use of Digital Hub/iPads to video) • Ensure photo of final visual representation is in books.
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning) **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)** **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 2 National Curriculum **Progression of Knowledge & Skills**	• *Ask and develop geographical questions about places, environments and physical processes.* • *Locate countries and capital cities in Europe, including the countries of the UK and their surrounding seas.* • *Use maps, atlases, globes and digital mapping (e.g., Google Earth) to locate countries, major cities and key geographical features.* • *Develop map skills, including the eight points of the compass, simple symbols and keys, and two-figure grid references, using simplified Ordnance Survey maps.* • *Compare human and physical features of places in Europe, including rivers, mountains, deserts and major cities.* • *Understand key physical processes, including earthquakes and volcanoes, and where they occur around the world.* • *Use fieldwork and observation in the local and wider area to identify and record human and physical features using sketch maps, plans, graphs and digital tools.* • *Measure, record and present geographical information using maps, plans, charts and written explanations.* • *Reflect on and communicate geographical understanding through discussion and extended writing.*	
Vocabulary	*Latitude, longitude, Equator, Tropics Cancer & Capricorn, Northern hemisphere, continents, capital cities, oceans, rivers, deserts, topographical features*	*Volcanoes, earthquakes, lava, natural devastation, erupting, ash, dormant, extinct and active volcanoes, Ring of Fire, tectonic plates*
Year 4	**Unit 1**	**Unit 2**
	Lesson 1: Key Knowledge	**Lesson 1: Key Knowledge**

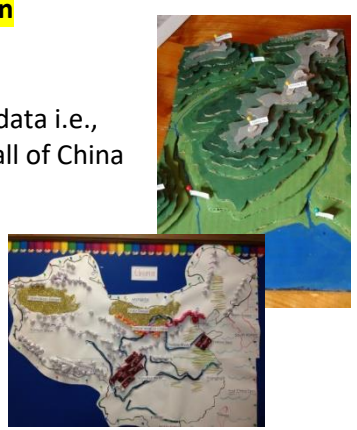
Focus (UK & North, Central, South America: Rainforests)	**LO: What do I need to know about North America?** **Activities/Focus:** • Where is North America? What countries does it consist of? • Online atlas games - play 'guess the country' to gain perspective on countries in N. America • Explore compass points and grid references of the continent • What is the difference between weather and climate?	**LO: What do I need to know about Rainforests and UK Forests?** **Activities/Focus:** • Recap types of biome • Explore the different layers of rainforests and their different habitats
	Lesson 2: Research visual representation **LO: What do different visualisations of biomes look like?** **Activities/Focus:** • Research visual representations of the North American climate zones, biomes and vegetation belts. • Draw and create key for N. American map displaying different climate zones. • (Could create large whole class map to use for visual mapping later in unit)	**Lesson 2: Research visual representation** **LO: What do different visual representations of rainforests and UK forests look like?** **Activities/Focus:** • Research visual representations of rainforests and UK forests • Compare and contrast using interactive maps, Google Earth, traditional atlases, internet
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • Establish which data you will be collecting e.g., rivers/animals/rainfall/plant life/population • Children to be divided and investigate one of the 8 climate zones of North America and represent each with facts. <u>Key Data:</u> 8 Climate Regions of North America: • Coniferous Forest (climate also known as Taiga) • Deciduous Forest (climate with four distinct seasons: cold, wet winters and warm summers) • Alpine/ Mountain (climate region that is cold, windy, and snowy) • Mediterranean • Rainforest • Grassland • Tundra • Desert	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • Use simple fieldwork and observational skills to study the leaf types in school grounds • Use identification app on iPads to survey trees and create key for data collection (numbers or tally) • Record number and location in a table or simple map of the school grounds
	Lesson 4: Visual Representation/Map creation **LO: Creating our visual representation.** **Activities/Focus:**	**Lesson 4: Visual Representation/Map creation** **LO: Creating our visual representation.** **Activities/Focus:**

	• Produce visual representation (Shoebox diorama) of raw data **with labels and key data.** • Pupils to present data to class. • Quiz across all climate zones for AIR. • Ensure photo of final visual representation is in books.  	• Produce visual representation of raw data i.e., create map • Use base map of school grounds and annotate with tree data collected. • Ensure photo/copy of final visual representation is in books.  
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning) **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)** **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 2 National Curriculum **Progression of Knowledge & Skills**	• *Develop geographical questioning to investigate places, environments and physical processes.* • *Use maps, atlases, globes and digital mapping (e.g., Google Earth) to locate countries and describe geographical features, including North America and rainforest regions.* • *Develop map skills, including the eight points of the compass, symbols and keys, scale, and four- and six-figure grid references, using Ordnance Survey maps.* • *Locate and describe climate zones, biomes and vegetation belts, including tropical rainforests.* • *Compare environments, such as rainforests and UK woodlands, identifying similarities and differences.* • *Research human and environmental interactions, including how people affect rainforest environments.* • *Use digital tools and identification apps to support geographical research.* • *Carry out fieldwork in the local and wider area to observe and record human and physical features, using sketch maps, plans, graphs and digital technologies.* • *Measure, record and present geographical data using maps, charts, graphs and written explanations.* • *Reflect on and communicate geographical learning through discussion and extended writing.*	
Vocabulary	*Interdependence, latitude, longitude, Equator, Tropics Cancer & Capricorn, Northern & Southern hemispheres, continents, capital cities, oceans, rivers, deserts, topographical features, seasonal variation, climate zones, biome*	*rainforest, woodland, climate, biome, canopy, emergent layer, understory, forest floor, humid, deciduous, evergreen, habitat, biodiversity, deforestation, conservation, adaptation, environment*
Year 5	**Unit 1**	**Unit 2**
	Lesson 1: Key Knowledge	**Lesson 1: Key Knowledge**

Focus (Rivers/Coasts and Time Zones)	**LO: What do I need to know about oceans, seas and rivers?** **Activities/Focus:** • Research and explore the distribution of natural resources (water)	**LO: What do I need to know about time zones?** **Activities/Focus:** • To understand & identify the position and significance of latitude/longitude • Explore the Greenwich Meridian, linking with science, time zones, night and day
	Lesson 2: Research visual representation **LO: What does coastal mapping look like?** **Activities/Focus:** • investigate coasts, coastal mapping and the effect of costal erosion	**Lesson 2: Research visual representation** **LO: What do different visualisations of time zones look like?** **Activities/Focus:** • How are different time zones, latitude and longitude represented on world maps? • e.g., The world time zone map uses a repeating colour scheme to designate the different standard time zones observed in each country.
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • Establish which data you will be collecting via field work or research • Possible visit to Epping Forest Field Centre visit – researching flow, stone size, depth etc. <u>Key Data:</u> **Coasts & Coastal Erosion Data:** • Location of coastal features (cliffs, beaches, bays, headlands) • Type of coastline (sandy, rocky, cliff) • Rate of coastal erosion (e.g., metres per year) • Coastal defences (sea walls, groynes, rock armour) • Wave type or strength (constructive/destructive – simplified) **River Data:** • River location and name (e.g., River Thames) • Source and mouth • Length of river (km) • Key features (meander, waterfall, floodplain) • Settlements along the river	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • Use simple fieldwork and observational skills to collect data in raw form i.e., numbers or tally. • Link to schools abroad/family/friends around the world- exchange of photos to illustrate time differences. **Resources/Links:**
	Lesson 4: Visual Representation/Map creation **LO: Creating our visual representation.** **Activities/Focus:**	**Lesson 4: Visual Representation/Map creation**

	• Produce visual representation of raw data. Create map e.g., river bed model, label with data **How pupils could present this on a map:** • Use symbols and a key for features (e.g., triangle = cliff, blue line = river) • Add labels and annotations (e.g., "erosion = 2m per year") • Use colour coding (e.g., red = high erosion, green = low) • Include simple data charts or diagrams alongside the map • Ensure photo of final visual representation is in books. 	**LO: Creating our visual representation.** **Activities/Focus:** • Produce visual representation of raw data. • Annotated, interactive time zone map showing activities undertaken at set time in different time zones e.g., breakfast in UK, sleeping in Australia • Possibly digital, using PowerPoint to present data • Ensure photo of final visual representation is in books.   
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning) **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)** **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 2 National Curriculum **Progression of Knowledge & Skills**	• *Develop and refine geographical enquiry, asking questions and explaining patterns about rivers, coasts, the water cycle and natural resources.* • *Understand key aspects of physical geography, including rivers, coastal erosion and the water cycle, and how these shape the landscape.* • *Investigate the distribution of natural resources, particularly water (rivers and seas), and how these are used by people.* • *Use maps, atlases, globes and digital mapping (e.g., Google Earth) to locate and describe coasts, rivers and key features.* • *Develop advanced map skills, including the eight points of the compass, four-figure grid references, symbols and keys, and begin using Ordnance Survey maps.* • *Understand latitude, longitude, the Greenwich Meridian and time zones, making links to day and night.* • *Research using a range of sources (digital atlases, media, models) to investigate geographical processes and features.* • *Understand human and environmental interaction, including the impact of coastal erosion and rivers on settlements and land use.* • *Carry out fieldwork in the local and wider area to observe and record human and physical features using sketch maps, plans, graphs and digital technologies.* • *Measure, collect, analyse and present data using maps, graphs and digital or 3D models to support understanding and planning.* • *Communicate geographical understanding through discussion, maps, diagrams and extended writing.*	
Vocabulary	*Coast, erosion, cliff, headland, bay, river, source, mouth, meander, floodplain, evaporation, condensation, grid reference, scale, data*	*time zone, latitude, longitude, Greenwich Meridian, Prime Meridian, equator, hemisphere, globe, map, rotation, Earth, day, night, sunrise, sunset, hours, international date line, east, west, time difference*
	Unit 1	**Unit 2**

Year 6 **Focus (Global Trade & China)**	**Lesson 1: Key Knowledge** **LO: What do I need to know about global trade?** **Activities/Focus:** • Research global trade, energy issues, globalisation and trade connections • Distribution of natural resources in Europe and the rest of the world • Distribution of natural resources in UK	**Lesson 1: Key Knowledge** **LO: What do I need to know about times zones and China?** **Activities/Focus:** • Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day • Link to China - why is there only one time zone? Explore provinces. • Research key environmental/physical/human characteristics of China i.e., mountains, deserts, rivers • What is the impact of human development on these landscapes? • Understand the consequences of an ageing population, economic growth, tourist attractions
	Lesson 2: Research visual representation **LO: What do visual representations of natural resources look like?** **Activities/Focus:** • What are natural resources? Why are they unevenly distributed? Link to geological processes and physical geography • Why are natural resources so important?	**Lesson 2: Research visual representation** **LO: What does the Great Wall of China look like?** **Activities/Focus:** • Research visual representation of the Great Wall of China – link to satellite images
	Lesson 3: Data collection **LO: What data do we need to collect?** **Activities/Focus:** • Establish one aspect that you will be collecting data for via field work or research • Discover what products the UK exports, and which countries the UK exports the most to	**Lesson 3: Data collection** **LO: What data do we need to collect?** **Activities/Focus:** • Use simple fieldwork and observational skills to study construction of the Great Wall. • What raw materials are available in the school grounds to construct a Great Wall? Collect data in raw form i.e., numbers or tally <u>Key Data:</u> • Names of Chinese provinces the wall passes through (e.g., Hebei, Shanxi) • Route of the Great Wall of China across northern China • Latitude/longitude (simplified) or grid-style references • Elevation/height of land (mountains, hills, plains) • Terrain type (mountain, desert, plateau, grassland) • Location of major mountain ranges (e.g., Yanshan Mountains) • Rivers near the wall (e.g., Yellow River) • Key sections of the wall (e.g., Badaling) • Nearby cities or settlements

		• Land use (farming, desert, urban areas) • Height of the wall (varies by section) • Length of wall in each province (approximate) • Altitude of the wall at different points • Distance between watchtowers (simplified) • Why the wall follows high ground (mountains) • Areas of natural protection (deserts, rivers) • Climate zones (dry desert vs wetter regions)
	Lesson 4: Visual Representation/Map creation **LO: Creating our visual representation.** **Activities/Focus:** • Produce visual representation of raw data i.e., create interactive digital map using Canva or Google Slides/PPT   	**Lesson 4: Visual Representation/Map creation** **LO: Creating our visual representation.** **Activities/Focus:** • Produce visual representation of raw data i.e., create topographical map of Great Wall of China for each locality  
	Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning) **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.	**Lesson 5/6: Extended writing (recapping knowledge and reflecting on learning)** **LO: To plan and write a reflection on my learning in geography.** **Activities/Focus:** • To plan and produce a piece of extended writing.
Key Stage 2 National Curriculum **Progression of Knowledge & Skills**	• *Independently ask and refine geographical questions, evaluating patterns and processes at a global scale.* • *Use maps, atlases, globes and digital mapping (e.g., Google Earth) confidently to locate, describe and explain geographical features and patterns.* • *Apply advanced map skills, including the eight points of the compass, four-figure grid references, symbols and keys, and use Ordnance Survey maps with accuracy.* • *Understand and apply latitude, longitude, the Greenwich Meridian and time zones to explain global location and relationships.* • *Research, analyse and evaluate data about global trade, energy and natural resources, using a range of sources and visual representations (e.g., satellite imagery, digital maps).* • *Understand the interrelationship between human and physical geography, including how environments are shaped by and impact human activity.* • *Carry out independent fieldwork enquiries in the local and wider environment, selecting appropriate methods to observe, measure and record data.* • *Collect, analyse and present data using a range of methods, including digital maps, graphs and models, to support conclusions.* • *Use fieldwork to investigate real-world contexts (e.g., materials, land use, environmental features) and apply findings to geographical questions.*	

	• *Communicate and justify geographical understanding through discussion, maps, diagrams and extended analytical writing.*	
Vocabulary	*Global trade, globalisation, import, export, natural resources, unevenly distributed, economy, GDP (Gross Domestic Product), trade route, supply, demand, industry, manufacturing, agriculture, raw materials, goods, services, transport, infrastructure, fair trade*	*trade, import, export, natural resources, economy, economic activity, population, economic growth, tourism, latitude, longitude, Greenwich Meridian, region, topography, land use, mountain, river, desert, city, culture*