Geography Key Stage 2 Progression 2022-2023

Year 3	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 2	**Villages, Towns and Cities** Pupils should be taught about: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and **human characteristics,** countries, and major cities. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**LO: To locate where people are distributed globally.** How many people live on the planet? Where are people distributed globally? Which countries have the biggest populations? **LO: To understand the term settlement and describe differences between different types of settlement.** People live in settlements. Settlement refers to the action of people coming together to live in an area. What the differences are between villages, towns and cities. Increasing numbers of people live in cities. **LO: To identify the factors that make people settle in certain places.** What makes a good location for a settlement? What makes a bad location for a settlement? What the ideal location for a settlement might be. **LO: To compare settlements in history to now and describe some of their similarities and differences.** How early settlements were different to	• Population • Distribution • Population density • Settlement • Village • Town • City • Megacity • Employment • Leisure • Advantage • Disadvantage • Hunter-gatherer • Nomadic people • Land use • Residential • Commercial • Industrial • Transportation	**Geography** – Exploring a new environment and map work (EYFS). **History** – Britain during the 1940s (Y3), Roman Britain (Y4), Anglo Saxons and Scots (Y4), Medieval Monarchs (Y5) **PSHE** - British Citizenship (All year groups) **English** – Non chronological reports, descriptions **Maths** – Coordinates, money, geometry, symmetry **Art/DT** – Structures, landscapes, **Computing** – searching the internet, google maps

		settlements today. How settlements vary in shape. How settlements have patterns. **<u>LO: To describe the physical and human features of a city.</u>** Identify the land uses in a city and describe the purpose of the different land uses. **<u>LO: To identify the differences between cities and villages.</u>** Identify and use the term megacity. Cities can feel crowded. They contain lots of facilities in close proximity. There are easy traffic links to get around. Villages have lots of open spaces surrounding them and a larger variety of plants and wildlife. Often a car is needed to be able to travel to supermarkets, schools and local facilities.		

Spring 2	**Mountains, Volcanoes and Earthquakes** Children can- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**LO: To learn about the structure of the Earth and what it is composed of.** The Earth is split into 7 major continents. The Earth is a sphere that is made up of 4 main layers: inner core, outer core, mantle, crust. The Oceanic crust makes up the seafloor. The continental crust forms large land masses. The Earth's crust is split into plates that move across the mantle. Tectonic plates move slowly. **LO: To understand and identify the features of a Fold Mountain.** A mountain range is a series of mountains or hills that are in line and connected by high ground. Mountain ranges are formed when tectonic plates collide. When two continental plates collide it causes two plates to crumple and wrinkle in the same way as if two cars had collided. Ocean trenches occur when two oceanic plates collide. The deepest oceanic trench is called the Mariana trench. **LO: To identify how volcanoes are formed.** A volcano is a mountain or hill which has a crater or vent. An active volcano has had at least one eruption in the 10 000 years. A dormant volcano is an active volcano that is not erupting but is expected to erupt again in the future. There are two types of volcano: shield volcano and stratovolcano A subduction zone is the boundary between two tectonic plates. Shield volcanoes are formed when two plates move away from one another.	• Crust • Mantle • Outer core • Inner core • Magma • Lava • Pressure • Fiction • Basalt • Granite • Fold mountain • Ocean trench • Tsunami • Shield volcano • Stratovolcano (composite) • Continental • Molten • Oceanic • Tectonic plate • Fold Mountains • Mount Everest • Continental plates • Mariana Trench • Subduction • Active volcano • Subduction zone • Dormant volcano • Radioactive decay • Convection current • Earthquake • Epicentre • Richter scale • Evacuation • infrastructure • natural disaster • social effect	**Geography** – Special events across the world, routes and travel, exploring other environments and cultures. **Geography** – weather and climate **History** – My living history, Ancient Greece, Shang Dynasty, Benin Kingdom, Middle East **English** – Non chronological reports, descriptions **Maths** – Coordinates, geometry, symmetry, measures **Art/DT** – Structures, landscapes, cityscapes **Computing** – searching the internet, Google maps, Google Earth. **Science** - Animals and their habitats, changing seasons,

		LO: To identify how earthquakes occur. When tectonic plates rub against each other it causes the ground to shake violently. This is called an Earthquake. The size of an earthquake is measured using a Richter scale. The epicentre of an earthquake is the place on the earth's surface above where the tectonic plates rubbed together below. A tsunami is a huge wave caused by an earthquake. **LO: To learn about how volcanic eruptions affect humans.** Case study: Fuego Volcano, Guatemala, South America Immediate effect: 110 deaths Secondary effect: Heavy rain caused landslides Immediate response: Evacuation In an evacuation people are moved out of their houses to a place of safety away from the natural disaster. **LO: To learn about how earthquakes affect humans.** Case study: Tohoku Earthquake, Japan, Asia Size: 9.0 Richter Scale Immediate effect: 16000 deaths Secondary effect: Tsunami wave reached 39 metres high and travelled 10km inland causing flooding. Immediate response: Military aircraft identified areas that needed most urgent help. Long term response: Continued training, education and earthquake drills.	• economic effects	

Summer 2	**Water and Weather** Children can - identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) describe an understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	**LO: To identify where the Earth's water is found.** Water can be a solid, liquid or a gas and it changes state frequently in nature. Water changes state depending on how warm or cold it is. When water becomes very cold it will freeze and form ice. When water vapour cools down, it condenses and turns back into a liquid. This is called condensation. The water cycle is the way in which water moves around the world. During the water cycle , water changes between solid, liquid and gas, depending on the temperature. **LO: To know how to differentiate between weather and climate.** The weather is made up of different components. Each of these components can vary on a daily or hourly basis. These components change due to things that are happening high up in the atmosphere and they are also affected by the oceans. We are able to predict the weather quite accurately. This helps us to prepare for changes in the weather. **LO: To understand what causes rain to form.** Warm air rises. The side of the mountain that faces the sea receives most of the rain. This creates a 'rain shadow' on the other side of the mountain where there is much less rain. The side of the mountain in the rain shadow usually has less vegetation (plants and trees). **LO: To understand air mass and why the UK's weather can change daily.** Whilst the UK has quite mild weather it can change very quickly. The weather is changeable because of	• weather • climate • latitude • longitude • Equator • Tropics of Cancer • Tropics of Capricorn • atmosphere • evaporation • transpiration • condensation • precipitation • surface runoff • groundwater • lake • stream • river • infiltration • temperature • air mass • wind direction • wind force • temperature • sunshine • cloud • rain shadow • polar and arctic maritime • polar continental • tropical continental • tropical maritime • Northern Hemisphere • Southern Hemisphere • climate change	**EYFS geography –** Exploring a new environment and map work. **Maths** – measures, direction, coordinates. **Computing** – Programming, using a roamer, weather station **Geography** - Mountains, volcanoes and Earthquakes (Y3), Rivers (Y4), **History** - Ancient Greece (Y3), Vikings (Y4), Benin Kingdom (Y5), Middle East (Y5), Twentieth Century Conflict (Y6) **Science** - Seasons (Y1), Living Things and their Habitats (Y2), Phases of Matter (Y4), Physical and Chemical Changes (Y5), Chemical Reactions (Y6), Sustainability (Y6)

		where it is located and how it is affected by the different air masses. An air mass is an area of air with particular characteristics. If more than 1 air mass affects an area at any one time, there can be changeable weather. **<u>LO: To understand that the tilt of the Earth creates the seasons.</u>** Life on Earth is possible due to the Sun's energy and heat. The Sun is a star. The Earth spins on an invisible axis. This means that the North Pole does not point directly up, it is leaning to the side. This gives us day and night. Every year the Earth rotates once around the Sun and this gives us our seasons. When the Sun's heat is felt most strongly in the Northern Hemisphere , this gives the Northern Hemisphere summer and the Southern Hemisphere winter. **<u>LO: To identify ways in which the world's weather is changing?</u>** Circling the Earth, there is a very important layer of gases called the atmosphere. One of the important roles that the atmosphere has is to keep us at the right temperature. As the Sun warms up the Earth, the atmosphere traps some of this heat which prevents Earth from becoming a ball of ice. The Earth's climate has changed a lot since the Earth was formed. At different points it has been a lot hotter and colder than it is today. Today, the Earth's climate is changing and we often refer to it as climate change. There are many ways in which humans are adding more gases to the atmosphere, which is trapping more heat and so causing temperature to rise.		

Year 4	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 2	**Rivers** Children should be taught to: name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate	**LO: To identify the main rivers of the world.** Rivers form an important part of the water cycle, which is the continuous cycling of water around the planet. All rivers have a source (where they start) and a mouth (where they end). Rivers are also important because they shape the landscape through erosion, transportation of sediment, and deposition. The Amazon River in South America flows through seven countries: Guyana, Ecuador, Venezuela, Bolivia, Brazil, Columbia and Peru. It is approximately 4000 miles long. During the Wet season, the Amazon River can get 120 miles wide. There are no bridges that cross the Amazon. **LO: To identify how rivers shape the land.** Rivers wear away the land as they flow over and through it. This process is called erosion, which happens in different ways. **Attrition**: where rocks collide and break up. **Abrasion**: where rocks wear away each other and the riverbed and banks by rubbing against each other. **Hydraulic action**: The force of the water breaks down the riverbed and the banks. **Solution**: Acids in the water that dissolve the	• river • landscape • lake • sea • ocean • source • mouth • erosion • transportation • sediment • deposition • riverbed • river banks • landform • tributary • agriculture • interlocking spur • V-shaped valley • waterfall • meander • oxbow lake • fertile • traction • saltation • suspension • solution • abrasion • attrition • solution • hydraulic action	**Geography** - Villages, Towns and Cities (Y3), Water and Weather (Y3), Energy and Sustainability (Y5)Globalisation (Y6) **History** - London (Y1), Ancient Egypt (Y2), Middle East (Y5), Industrial Revolution Y6) **Science** - Animals including humans and their habitats (Y2), Rocks and Soils (Y3), Animals including Humans (Y3), rock Cycle (Y4), Adaptations (Y4), Humans and Animals over Time (Y5), Energy (Y6).

	countries and describe features studied	rock Rivers transport sediment (small rock particles) that erode in four ways. **Traction**: Large rocks are rolled along the riverbed. **Saltation**: Pebbles bounce along the riverbed. **Suspension**: Small sediment is carried along in the flow of the river. **Solution**: The smallest sediment is dissolved into the water. Rivers deposit material when they don't have enough energy left to carry it. **LO: To understand what a landform is** A landform is a part of the land. Mountains, hills and valleys are all types of landform. Rivers create dramatic landforms. Erosion, transportation and deposition create landforms of varying shapes and sizes. Horseshoe Bend in the Grand Canyon has been formed by erosion over millions of years. **LO: To identify what a meander is and how it forms.** In the middle course, rivers have more energy and do more erosion. This erosion is more lateral (sideways) erosion, making the river wider. As the river erodes laterally, it forms big bends in the river, called meanders. **LO: To identify why rivers are important to people.** The Volga River is a very important river in Russia. Nearly 40% of the Russian population live within the area of land that is affected by the Volga River and over 50% of Russia's agriculture takes place along the Volga River. The river has produced very fertile soil.	● water cycle ● precipitation ● infiltration ● percolation ● surface flow ● deposition ● transportation ● condensation ● evaporation ● Amazon River ● Volga River ● River Nile	

		The Volga River is also very important for Russia's fishing industry. There are over 120 species of fish in the Volga River. Many of the areas that the Amazon river passes through are hard to access by road and so the river is used to transport goods by boat. Farmers are able to transport their produce from deep within the Amazon Rainforest to other communities so that they can sell their produce and earn a living. Cruise boats also use the river so that tourists can explore the Amazon River. **LO: To understand the term flood and describe how they can bring advantages and disadvantages to humans.** A flood is when a river's water spills out over its banks and spreads out over the surrounding area. A river can flood because of heavy rainfall or when there has been rainfall for a very long period of time. If snow and ice melt suddenly in the mountains, this can also lead to rivers flooding. Humans can cause flooding by building too close to the river or by cutting down trees. Humans have depended on rivers flooding because they deposit sediment on the surrounding land, making the soil rich and fertile. Each year homes are destroyed and people lose their lives when rivers flood.		
Spring 2	**Migration** Children can - name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of	**LO: To understand the term migration** Migration is the movement of people from one place to another place. Some migrations are forced, meaning they migrants have no say about moving. A person leaving a place is called an emigrant and a person arriving in a place is called an immigrant. The host country is the country that receives migrants and the source country is the country that the migrants leave. Migrations can also be within a country.	• migration • migrant • emigrant • immigrant • source country • host country • forced migration • permanent migration • voluntary migration	**Geography** - All About Me and My Family (EYFS), Where I Live (Y1), Comparison Study UK/Australia (Y2), Villages, Towns and Cities, (Y3), Slums (Y5), Population, Globalisation (Y6) **History** - Explorers and Adventurers (Y1), Britain in the 1940s (Y2), Roman Britain (Y4), Benin Kingdom (Y5), Middle East

	these aspects have changed over time. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**LO: To identify ways in which people migrate.** Push factors are the negative reasons that push someone to leave their home. Pull factors are the positive reasons that pull someone towards a new place. **LO: To identify how migration affects people and places.** **Advantages of migration** Money is often sent home by migrants More jobs are available Migrants return with new skills A richer and more diverse culture Increase in taxes so government has more money Helps to fill job vacancies. **Disadvantages of migration** Country loses skilled workers Families are broken up Fewer people paying taxes so government has less money More people using education and health services More competition for jobs Disagreements between cultures, religions **LO: To understand the term economic migration** An economic migrant is somebody who chooses to leave their home in order to go to a new place and earn more money. In 2018 approximately 3.6 million migrants from the European Union were living in the UK. Immigrants from Eastern Europe contribute approximately £2.54 billion each year to the economy of the UK. Some economic migrants have been exploited by employers. This means that the employers have not paid them enough or have not kept them	• temporary migration • push factor • pull factor • economic migrant • international migrant • employment • refugee • asylum seeker • persecution • climate change	(Y5), Civil Rights (Y6), Twentieth Century Conflict (Y6) **PSHE** - Relationships and Respecting Rights **English** - Stories from Other Cultures (Y4), Recounts (Y4,Y6), Migration reports (Y5), Outsiders, Stories that Raise Issues (Y6)

		safe enough. **LO: To understand the term refugee and why some people become refugees.** A refugee is a person who has been forced to leave their home due to war, persecution or a natural disaster. Persecution means when someone is unfairly treated because of their race, religion or political views. An asylum seeker is a person who has left their country and formally applied for asylum in another country, but whose application has not yet been approved. **LO: To identify ways in which climate change may affect migration.** Climate change is the long-term, large-scale change in the planet's weather and temperatures. In the last 100 years the earth has warmed up by 1 degree. The rising temperatures have caused large amounts of ice to melt and this has caused sea levels to rise. Climate refugees are people that are forced to leave their home because of changes to the climate where they live. Thousands of people around the world have had to leave their home because their home has flooded when the sea levels have risen, or because there has been no rain so they cannot grow food to survive.		
Summer 2	**Natural Resources in Northern Chile** Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a legion of the United Kingdom, a region in a European country, and a region within North or South America	**LO: To understand what natural resources are and which countries have the most natural resources.** Natural resources are the commodities which exist on the planet and aren't created by humans. They are raw materials which are used to produce and manufacture all of the products that we use. Many resources are only found in certain places because of the way the Earth is formed. For example, diamonds can be mined in	• natural resources • exhaustible • non-renewable • consumption • abundance • scarcity • fossil fuels • renewable • extraction • mining	**Geography** - Energy and Sustainability (Y5), Globalisation (Y6). **History** - Industrial Revolution (Y6) **Science** - Materials

	Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water	South Africa but not the UK. Brazil supplies over 12.3% of the world's timber. Australia has the largest gold reserve in the world and supplies 14.3% of the world's gold. Venezuela has the largest oil reserve in the world and the world's second largest gold deposit. **LO: To identify ways in which natural resources have changed.** As the world population continues to grow, natural resources are at risk of being used up. Population in 1800 - 0.9 billion Population in 2015 - 7.4 billion Projected population in 2100 - 11.2 billion **LO: To identify the natural resources in Chile** From north to south, Chile is 2653 miles long but on average only 110 miles wide. There are many different ecosystems in Chile. For example, in the north there is the Atacama Desert but in the south there are many wetlands and forests. At Chile's southernmost tip there are glaciers and tundra. Valuable metals such as copper, silver, gold and iron can be mined in Chile. Chile's climate means that it is able to grow lots of goods (grapes, tomatoes, avocados, olives). The soil throughout Chile is good quality allowing livestock to easily survive. **LO: To identify the natural resources found in the UK** Coal, oil and gas helped the UK develop and become richer. The UK has very good land for agriculture. There are large flat areas that have good soil and a good climate for growing crops such as wheat, potatoes, fruit and vegetables. However, it is important to remember that the	• biomass • phosphorite • uranium • coltan • cobalt • coal • oil • natural gas • soil • iron • air • water • timber • linear economy • circular economy	

		UK also exploited the resources of other countries as these helped to make Britain rich. **<u>LO: To identify how fossil fuels cause problems for the environment.</u>** Since the Industrial Revolution the UK has been burning coal, oil and gas in large amounts in order to fuel its development. The problem is that burning fossil fuels releases lots of harmful gases; we need carbon dioxide in the atmosphere but there is now much more than there used to be and this is causing climate change. Today, the UK generates electricity in different ways. The main way is by burning fossil fuels however, the UK also uses nuclear energy and some renewable energy which are better for the environment than burning fossil fuels. **<u>LO: To identify the differences between a circular and linear economy.</u>** Humans need lots of natural resources to help them survive. However, over time humans have created more and more waste by developing products that can't be easily broken down by nature or recycled. Plastic has created big problems for the natural environment. This linear economy can be summarised as "take, make, dispose". The circle economy is different. By recycling much more of what we use we can reduce the amount we are throwing away. The circular economy can be summarised as "make, use, recycle". Waste to energy is a new technology that is being developed where electricity can be generated by burning rubbish. Burning rubbish usually causes lots of problems for the environment but this new technology means it is much less harmful to the environment.		

Year 5	Overview/National Curriculum Progression	Key Knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 2	**Slums** Pupils should be taught about: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and **human characteristics,** countries, and major cities. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water	**To understand what slums are and how they form.** The five largest slums in the world are located in South Africa, Kenya, India, Mexico and Pakistan. The total number of people living in these five slums is estimated to be 5.7 million people, but this number may actually be much bigger as it is hard to get accurate numbers of people living in these communities. Globally, it is estimated that between 900 million and 1.6 billion people live in slums. That is almost 25% of the world's urban population! In the past, people lived in small settlements. They would live in countryside that allowed them to farm. As time went on, and especially following the industrial revolution, people began to move into cities to work in factories. These cities are sometimes known as 'urban' areas. became bigger and bigger. Urbanisation refers to the process in which an increasing number of people live in towns and cities. **To understand why slums are located around cities.** People migrate to cities due to pull factors. For example, a better quality of life, improved healthcare and education, and better jobs with higher salaries. When so many people arrive in a city so quickly, housing cannot be provided quickly enough by the government. Therefore, slums often develop around the edges of big cities, or in areas of big cities that are less desirable (perhaps because they are dangerous, difficult to build on, or polluted, meaning the spaces were unoccupied).	• slum • settlement • densely populated • inhabitant • urbanisation • urban • rural • migration • push factors • pull factors • services • inequality • quality of life • standard of living • shanty town • township • favelas • squatter settlement • sanitation • Pacification Police Units (PPU)	**Geography** - Seven Continents (Y1), Migration (Y4), Energy and Sustainability (Y5), Population (Y6) **History** - Ancient Greece (Y3), Roman Britain (Y4), Vikings (Y4), Benin Kingdom (Y5), Middle East (Y5) **MFL** - French and Spanish **RE** - Religions and Beliefs (All year groups) **PSHE** - Relationships, Valuing Differences (Y3), Living in the Wider World (Y4)

		<u>To compare the slums of Rocinha and Dharavi.</u> Rocinha, in Rio de Janeiro, Brazil, and Dharavi, Mumbai, India are two of the biggest and most important slums in the world. They are described as 'cities within cities' because of how large and vibrant they are. There are a number of important similarities between Dharavi and Rocinha. Both are located near the centre of the cities and people living in each of them will often be working across the city. The housing in both Dharavi and Rocinha is crowded with many home-made shelters, though there are also more established buildings as well. In both Dharavi and Rocinha there are limited facilities – not enough schools for all of the children and very few hospitals. In Dharavi there is one toilet for every 500 people who live there. Both have shops and different services for the people who live there. However, there is a great deal of economic activity in both communities. In Dharavi there are important businesses, for example factories making pottery, jewellery, leather and textiles. Working conditions in these factories are often dangerous. In Rocinha, some of Brazil's biggest banks have set up branches and visitors come from across Rio to visit its restaurants. Dharavi is a very multicultural community with Hindus living alongside Muslims and Christians and is vibrant culturally. Rocinha is the same, it plays an important role in Rio's carnival and both cities are increasingly destinations for tourists visiting their cities. **<u>To identify the challenges slum communities face.</u>** Poorly constructed houses are vulnerable to (at risk from) natural disasters and destruction,		

		because the cheapest building materials cannot withstand (stand up against) earthquakes, landslides, strong winds and very heavy rain. For example, in 2010 when a large earthquake hit Port-au-Prince, the capital city of Haiti the slum houses crumbled very quickly. It can also create opportunities for the spread of disease as many slum communities do not have running water, functioning sewage systems or rubbish collection systems. **<u>To identify how life in a slum community can be improved.</u>** Self-help schemes are projects that are funded by the government to help the residents of slums improve their homes. Self-help schemes have been used in slums across the world, but particularly famously in Kenya and Brazil. The Brazilian government has invested over £200 million in projects called self-help schemes. These projects allow the residents of the favelas to improve their homes. The projects give tools and training to the residents, along with some materials and then the residents work together to make the improvements. The projects also involve the government investing in the electricity, water and sewage systems, and the health and education services, to improve the quality of life in the favelas. The governments usually provide some low interest loans1, which help the residents fund the improvements. In certain areas, the Brazilian government even give people the land rights to their home, meaning they became legal residents **<u>To identify how crime in a slum can be</u>**		

		tackled. Violence began in the favelas in the 1980s in Rio de Janeiro because gangs began to take control of the drug trade. These gangs based themselves in the favelas because there was not much of a police presence in the favelas. This was due to the fact that the Brazilian government didn't recognise the favelas as legal communities and so didn't invest resources in managing them. Furthermore, the favelas are very densely populated and very cramped, with narrow, winding streets, which makes them hard to navigate for those people who are not from the favelas. By the 1990s, large sections of the favelas were run by different gangs. The gangs controlled many areas of life for the residents and many people lived in fear. There was lots of violence, and when the police did come into the favelas, it was to carry out raids that usually resulted in many people being killed in the process, police officers, gang members and favela residents. As a result, many people also feared and distrusted the police. In 2008, the Brazilian government decided to try a new approach to control crime and violence, and they introduced a programme called the Pacification Police Units (UPP in its Portuguese acronym). The programme involved an entirely new approach to policing in the favelas, where specially trained police officers would be based in the favelas.		
Spring 2	**Biomes** Children should be taught to: name and locate countries and cities of the United Kingdom, geographical regions and identifying human and	**LO: To identify a selection of the world's biomes**. The global pattern of biomes is controlled by climate. Around the world, climate varies. For example, in some places it is hot and dry but in other places it can be hot with lots of rain. This variation in climate produces all the different	● biome ● ecosystem ● living ● non living ● climate ● deciduous ● dormant	**Geography -** Under the Sea (EYFS), Enchanted Forest (EYFS), Oceans and Seas (Y1), Seven Continents (Y1), Mountains, Earthquakes and Volcanoes (Y3), rivers (Y4), Globalisation (Y6)

	physical characteristics, key topical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	biomes around the world. The diagram below shows how some of the climate regions are created. For example, at the equator, it says that moist air rises to create lots of rain, and near the north pole it says that cold, dry air falls, which creates dry conditions. **LO: To investigate the key factors that can affect an ecosystem.** Temperature (how hot or cold) and precipitation (rain, snow, hail, sleet) affect biomes and where they are located (their distribution). This is because temperature and precipitation control the plants that can survive in an area and then this controls the animals that can survive there. For example, in an area that is very hot and receives little rain, few plants can survive. This means that few animals can survive because there is little water and not much food. So, a desert biome is created. Ocean currents are channels of warmer or colder water in the oceans. These currents move warmer or colder water around the oceans and they are so powerful that they can affect climate on land and therefore the biomes. For example, the UK has a warm current that flows along its western coast. This keeps the UK warmer than it would be without the warm current. Therefore, the UK has much milder winters compared to places in Canada along the same line of latitude, which is affected by a cold current. **LO: To identify what a tundra is and where they can be found.** The tundra biome is mostly located in the Arctic Circle, which is the area of land that surrounds the North Pole, and at the top of tall mountains where conditions are similar to in	• equator • flora • fauna • latitude • temperate • deforestation • tropics • coniferous • tundra • savanna • taiga • desert	**History** - Ancient Egypt (Y2), Prehistoric Britain (Y3), Ancient Greece (Y3), Roman Britain (Y4), Benin Kingdom (Y5) **Science** - Animals including humans and their habitats (Y2), Rocks and Soils (Y3), Animals including Humans (Y3), rock Cycle (Y4), Adaptations (Y4), Humans and Animals over Time (Y5), Energy (Y6). **English** – Non chronological reports, descriptions **Art** - Landscapes

		the Arctic Circle. The tundra is cold, windy and quite dry. This means that trees can't grow. However, when the snow melts in the summer, lots of small plants and flowers are able to survive. Winter temperatures can drop to -35ºC. The winter season is long and the summer season is very short. During the middle of winter it is dark for 24 hours per day and during the middle of summer it is light for 24 hours per day. There aren't many species of plants and animals that can survive in the tundra, meaning it has a low level of biodiversity. Life is very difficult in the tundra and so the plants and animals that survive there have evolved specifically to suit this specific environment. **LO: To identify what the taiga is and where it can be found.** Taiga is also known as coniferous forest and boreal forest. Taiga is the largest land-based biome and is largely found across northern North America, northern Europe and Northern Asia. It is usually found just below the tundra biome, where temperatures have risen and rainfall increased enough to allow trees to grow. Taiga is also found in mountainous areas that are not as far north, as similar conditions are found up in the mountains. The winters are long and cold, and the summers are quite short and mild, with lots of rain. **LO: to identify the features of a savannah and where it can be found.** Savannas are also known as tropical grasslands. They are found to the north and south of tropical rainforest biomes. The largest expanses of savanna are in Africa, where much of the central part of the continent, for		

		example Kenya and Tanzania, consists of tropical grassland. **LO: To identify how biomes are affected by climate change and human activity.** Climate change is presenting biomes all over the world with serious challenges and in many places, biomes are already being destroyed by climate change. When temperatures and rain patterns change even a small amount, this can have dramatic impacts on the biomes and the species that live in them. Plants and animals are often not able to survive in other places because they don't have the time they need to learn how to survive in other places. Furthermore, climate change is causing warmer temperatures around the world and this is causing ice to melt which is causing sea levels to rise. As coastal areas flood, human communities are having to move into new areas and this is putting more pressure on different biomes.		
Summer 2	**Energy and Sustainability** Pupils should be taught about: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the	**LO: To understand what sustainability means and to identify examples of sustainable and unsustainable practice.** The United Nations produced a report called "Our Common Future", published in 1987 which became very important about how we think about sustainability and development. Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. **LO: To identify non-renewable and renewable fuels.** Humans have always been interested in how to generate power. For thousands of years, humans have used the wind to aid travel (for	• sustainable • unsustainable • renewable energy • non-renewable energy • fossil fuels • pivotal • development • abode • economic • unprecedented • biodegradable • controversial • technology • solar energy	**Geography** - Natural resources in northern Chile (Y4), Globalisation (Y6). **History** - Industrial Revolution (Y6) **Science** - Materials, recycling

	distribution of natural resources including energy, food minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	example by ship), humans have burnt natural materials such as wood for heat, and humans have used water and wind to power simple machines to mill grain and pump water. Generating steam and using steam to power machines was pivotal to how technology and industry changed during the 17th, 18th, and 19th centuries. Thomas Newcomen and James Watt in the 1700s developed the modern steam engine, which was more reliable and less expensive than the horses that had previously been used for work and for transport. In 1880, a coal-powered steam engine was used to generate electricity for the first time, Thomas Edison's invention provided the first electric light for New York City. By 1881, water was being used to generate electricity, and then humans discovered how fuels such as oil and gas could be burnt to generate electricity and to power cars. All of a sudden, a lot of energy was being produced. **LO: To represent data to show how renewable energy is generated.** **LO: to learn about the city of Curitiba and how it has become more sustainable.** Curitiba is a city in Brazil. It is a city that has become the benchmark of sustainability. Curitiba has been called "the green capital", "the greenest city on Earth", and the "most innovative city in the world". **LO: To learn about Freiburg and how it has become more sustainable.** In 1970, Freiburg set itself the goal of becoming a sustainable city. The aim was for		

		sustainability that balanced environmental health, economic prosperity (making money), and social prosperity (happy, healthy inhabitants). **<u>LO: To learn about energy security and how countries can achieve this.</u>** Energy security is when a country is able to provide enough reliable and affordable energy to everyone at all times (even winter, when people want more energy for heating). A lack of energy security can cause many economic and social problems, such as making energy very expensive or making people ill because they can't afford to stay warm or cook healthy food.		

Year 6	Overview/National Curriculum Progression	Key Knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 2	**<u>Local Fieldwork</u>** Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key(including the use or Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital	**<u>LO: To understand what fieldwork is.</u>** Fieldwork is the gathering of information about something in a real environment, rather than in a laboratory or classroom. Fieldwork always starts with an enquiry question or a hypothesis. Fieldwork involves collecting, recording and analysing data in order to reach a conclusion. **<u>LO: To identify why maps are useful and important for geographers.</u>** Maps represent the world, but on a smaller scale. Maps help organise information and when geographers combine using maps with other fieldwork tools, they can learn a lot about an area. Street maps show you road names and places. Topographic maps tell you about the relief (height and shape) of the land.	• fieldwork • primary data • secondary data • quantitative data • qualitative data • analyse • conclusion • evaluation • accuracy • reliability • bias • correlation • bar graph • pie chart • line graph • enquiry question • maps • ordnance survey	**Maths** - measurement, statistics. **Science** - Carrying out investigations **Geography** - Exploring our school environment (EYFS), Where I live (Y1), Weather and Climate (Y2), Water, weather and Climate (Y3), Energy and Sustainability (Y5).

	technologies.	Cartographers (people who draw and produce maps) can make maps for many different purposes, and geographers are able to use maps in many different ways. An OS map (Ordnance Survey map) is a type of topographic map. They are particularly useful because they have contour lines so that you can work out the relief (height and shape of the land) and grid references so that you can describe the location of something very specifically. A six figure grid reference works in the same way as a four figure grid reference, except there are two extra numbers, adding extra detail to the location. **LO: To identify why field sketches, surveys and questionnaires are important for geographers.** Field sketches are a good way to remind you of where you have collected your data. It is a drawing you are able to do on a clipboard whilst out doing your fieldwork. A survey is a way of reviewing something. A questionnaire involves a list of questions that the geographer will ask different people. The questions are aimed at helping the researcher answer their enquiry question. **LO: To identify how geographers collect data safely.** **LO: To recognise the ways that data can be presented.** Pie chart - To show proportions. Data must be converted into percentages and then into proportions of 360 degrees. Bar graph - To show discrete data, which is data that is counting something, often in different	maps ● 4 figure/6 figure grid references ● field sketch ● survey ● questionnaire	

		categories. Line graph - To show the relationship between two sets of data. **<u>LO: To analyse data as a geographer.</u>** Geographers process data they have collected so it can help them to answer their enquiry question. Once data has been analysed, geographers can write a conclusion, to sum up their research. Finally, their evaluation enables them to look back at the whole investigation and make suggestions about how it could be improved.		

Spring 2	**<u>Population</u>** Pupils should be taught about: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and **human characteristics,** countries, and major cities. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water	**<u>LO: To identify how many people live on the planet and where people are distributed globally.</u>** Approximately 1.65 billion people lived on the planet in 1900. Approximately 7.4 billion people lived on the planet in 2015. Approximately 10.8 billion people will live on the planet in 2080. Population density is the number of people per unit of area, usually quoted per square kilometre or square mile, and which may include or exclude for example areas of water or glaciers. Commonly this may be calculated for a county, city, country, another territory or the entire world India has a high population density. Australia has a low population density. **<u>LO: To identify reasons why populations grow and shrink.</u>** During the 1800s, the population of Great Britain increased very quickly. In 1811, 18 million people lived in the UK but by 1851, there were 27 million people. The population growth rate started to slow down in the 1900s. Women started getting married later and having fewer children. People also had access to contraception which reduced the birth rate. Medical care had improved which reduced the death rate. **<u>LO: To identify the use of a population pyramid.</u>** A population pyramid is a graph that shows the distribution of various age groups in a population, usually a specific country. The graph forms the shape of a pyramid when the population is growing rapidly. Using a population	● birth rate ● death rate ● infant mortality rate ● natural increase ● natural decrease ● life expectancy ● inequality ● population ● migration ● population density ● population distribution ● rural area ● urban area ● sparsely populated ● densely populated	**Geography** - Seven Continents (Y1), Villages, Town and Cities (Y3), Slums (Y5), Globalisation (Y6) **<u>History</u>** - London (Y1), Britain During The 1940s (Y2), Benin Kingdom (Y5), Middle East (Y5), Industrial Revolution (Y6) **Maths** - Place value

		pyramid can help us to understand a country's population and can be used when deciding government policies. **<u>LO: To identify the challenges of a growing population.</u>** Rapidly growing populations can present many challenges. The growth of informal settlements can also be called slums, squatter settlements and shanty towns. In Brazil, these settlements are called favelas and in South Africa these settlements are called townships. Kibera is a slum within the city of Nairobi, Kenya's capital city. It is estimated that between 170,000 and 700,000 people live in Kibera in an area of 2.5 square kilometres, making it very densely populated. Almost 75% of the population are under the age of 18. On average, 50 families share a single toilet and only 20% of people in Kibera have electricity. **<u>LO: To identify the challenges of an aging population.</u>** Japan is a county in Asia that has an aging population. The number of babies being born is decreasing and because people are living much longer than they used to. This is because the proportion of older people is growing, which means that there aren't enough taxes coming in to pay for all the extra services 9such as healthcare and housing) that are needed to look after a growing proportion of elderly people. The UK and Germany are also facing this challenge. **<u>LO: understand why food insecurity exists and how it can be solved.</u>** Globally, enough food is grown so that everyone should be able to have 2720 calories a day.		

		However, 1 in 8 people around the world suffer from serious hunger and 33% of children in poorer countries don't have enough food to be healthy. Whilst millions of people go hungry every day, approximately 33% of all food that is produced is thrown away or wasted.		

Summer 2	**<u>Globalisation</u>** Pupils should be taught about: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and **human characteristics,** countries, and major cities. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water	**<u>LO: To understand the term globalisation</u>** Globalisation is the increasing connections between places and people across the planet, through trade, politics, cultural exchanges, technology and transport. Globalisation has accelerated since you were born; globalisation has been driven by companies all over the world; globalisation has been facilitated by technology and governments. **<u>LO: To identify how globalisation has changed the way we communicate.</u>** A telegraph operator tapped the message out in code using a machine called a Morse key. The message travelled to another operator who decoded the long and short taps into words, and then passed the message on. This was called a telegram. Telegrams cost 6d (about 2p) for every nine words, and a penny for each extra word after that, so messages were short and unimportant words were left out. During the early 80s it became much more common to have a landline in the house, before this most people in the UK used phone boxes or e.g. phones in pubs. Global Internet usage refers to the number of people who use the Internet worldwide, which can be displayed using tables, charts, maps and articles which contain more detailed information on a wide range of usage measures. As of June 2018, 55.1% of the world's population has internet access. In 2015, the International Telecommunication Union estimated about 3.2 billion people, or almost half of the world's population, would be online by the end of the year. Of them, about 2 billion would be from developing countries, including 89 million from least developed countries.	● globalisation ● import ● export ● trade ● international trade ● politics ● culture ● cultural ● technology ● economy ● economic ● unsustainable ● Gross Domestic Product (GDP) ● Revenue ● TransNational Corporation (TNC)	**Geography** - Seven Continents (Y1), Migration (Y4), Energy and Sustainability (Y5), Population (Y6) **History** - Ancient Greece (Y3), Roman Britain (Y4), Vikings (Y4), Benin Kingdom (Y5), Middle East (Y5) **English** - Narratives of liberation Y4, Blogs and Reports (Y5) **MFL** - French and Spanish **RE** - Religions and Beliefs (All year groups) **PSHE** - Relationships, Valuing Differences (Y3), Living in the Wider World (Y4)

		LO: To identify ways that globalisation can affect trade. Globalisation has led to increased connections around the world between people and places. This has made it much easier to trade nationally and internationally. Furthermore, as people around the world have become wealthier, they have more money with which to buy goods and services. As a result, more companies develop to provide the goods and services that people want or need to buy, so the amount being traded keeps rising. **LO: To understand the term fast fashion and how this changed the clothing industry.** Over recent years, the time it has taken for fashion trends to journey from the catwalk to the shops has decreased. Due to the internet and improved connectivity, it is quicker, easier and cheaper to design new clothes and send them to be produced. Improvements in transport mean that it is quicker and cheaper to transport large amounts of items, so clothing can quickly travel around the world to end up in shops. Most clothing nowadays is produced in poorer countries, largely by low-paid female workers. **LO: To identify powerful global food companies and the impact of the globalised food industry.** There are 10 main companies that control the global food industry. They are US and European corporations and together they generate more than US $1.1 billion per day. TNC stands for transnational corporation. A TNC is a company that operates in two or more countries, but the biggest TNCs operate in many countries. TNCs could not operate without cheap and quick transport and communications.		

		<u>LO: To predict where globalisation may lead us.</u> Following the fall of the Berlin Wall in 1989, globalisation has increased in speed and scale. The number of international tourists have tripled between 1995-2015. There are more international migrants each year because travel and communication are increasingly easy and affordable. Geographers, historians and economists seem to think that globalisation will continue to impact the world, continuing to connect people and places and leading to an increasingly interconnected world.		