

# Geography - Reception - Understanding the world - The World

For full EYFS progression map [EYFS progression at MBS](#)

ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
<b>Prior knowledge (Nursery)</b>	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed in different places</li> <li>• Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>	
<b>Current Knowledge-Reception</b>	<ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like/dislike.</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and built environments and give opportunities for them to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about features.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>• Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</li> <li>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>• Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• Draw information from a simple map</li> <li>• Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>	

# Geography - Year 1- Local area- linked to seasons

Prior knowledge	Current Knowledge-						Future Knowledge
<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Look at where our school is.</p> <p>Look at the human and physical features</p> <p>Create a map of the school- using a simple key</p> <p>Use directionals language to find your way around our school.</p> <p>Look at daily</p>	<p>Look at where MB is located</p> <p>Look at the human and physical features found in MB</p> <p>Create a map of MB using a simple key</p> <p>Look at daily</p>	<p>Learn about Autumn in the UK</p> <p>Look at daily</p>	<p>Learn about Winter in the UK</p> <p>Look at daily</p>	<p>Learn about Spring in the UK</p> <p>Look at daily weather</p>	<p>Learn about Summer in the UK</p> <p>Look at daily</p>	<p><b>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</b></p>

# Geography - Year 1- London (could be linked to Paddington Bear)

<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>						<p><b>Future Knowledge</b></p>
<p>Local area and seasons</p>	<p>Where is the UK?  Where is London?  Map work</p>	<p>Look at the difference between a city, town and the countryside.</p>	<p>London landmarks- human and physical features</p>	<p>Moving around London using maps and directional language</p>	<p>Take a trip to London- look at how you would get there and the types on transport you might use</p>	<p>Homes in London</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p><b>Recurring Vocabulary-</b></p>	<p><b>Vocabulary-</b>  London, capital, city, countryside, directions, tube, underground, transport, landmarks</p>			<p><b>Take away points:</b>  1. London is the capital city of England 2. Cities and countryside are different 3.</p>			

**Developing**

**Embedded**

# Geography - Year 1- England, Ireland, Scotland, Wales

Prior knowledge	<b>Current Knowledge-</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						Future Knowledge
London- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Where/what is the UK?  What are the 4 countries in the UK?  What are their capital cities?	Where is England?  What is a capital city? - recap last topic  Look at landmarks with England- human and physical  Look at the rivers, towns, countryside etc..  Symbols/flags related to the country.	Where is Northern Ireland?  What is a capital city?  Look at landmarks with Northern Ireland- human and physical  Look at the rivers, towns, countryside etc..  Symbols/flags related to the country.	Where is Scotland?  What is a capital city?  Look at landmarks with Scotland- human and physical  Look at the rivers, towns, countryside etc..  Symbols/flags related to the country.	Where is Wales?  What is a capital city?  Look at landmarks with Wales- human and physical  Look at the rivers, towns, countryside etc..  Symbols/flags related to the country.	National Conference  Children become delegates from 4 home nations to discuss how to attract/persuade tourists arriving at airports not just to visit London.  Children use all of their knowledge gain through the previous sessions.	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

# Geography - Year 2- Continents and Oceans of the World

Prior knowledge	<b>Current Knowledge</b> -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage							Future Knowledge	
England, Ireland, Scotland, Wales name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To locate the continents, sea and oceans of the world.	Europe  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	Asia  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	Africa  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	North and South America (Americas)  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	Antarctica  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	Australia/Oceania  Where is it located?  What Oceans and seas are there?  What countries make up this continent?	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
<b>Recurring Vocabulary</b> - England, London	<b><u>Vocabulary:</u></b> Asia, Europe, World, Continents, Oceans, Africa, North America, South America, Antarctica, Oceania, Pacific, Atlantic, Indian, Southern, Arctic, Hot, Cold, Climate, Hemisphere				<b><u>Take away points:</u></b> 1. Name and locate the 7 continents of the world. 2. Name and locate the 5 oceans of the world. 3. Be able to name and locate some famous landmarks				

# Geography -Year 2- Australia (linked to seasons)

Prior knowledge	<b>Current Knowledge-</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						Future Knowledge
Continent and Oceans of the world- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Where is Australia in the world? <ul style="list-style-type: none"> <li>• Capital cities</li> <li>• States</li> <li>• Territories</li> </ul>	Mapping skills- use Australian maps to describe the location of the states, territories and famous icons. Explore how to use north, south, east and west to describe the position of the states and territories. They will use maps and grids to explain directions and to navigate around	Look at the Australian weather and seasons and how it compare to the UK (Taught in Y1)	Physical features- Australia has some amazing landmarks and physical features. Explore some of these with your class, and remind your children what the difference is between physical and human features.	Look at Culture and lifestyle  Look at the live of the native Australian Aborigines and discover how differently some of them live compared to non-aboriginal Australians. Look at what it is like to live in Australia and what people do in their leisure time. There is also an opportunity to learn	Australian animals  Emus, kangaroos, wombats and more! Learn about the strange and wonderful animals found in Australia. They will learn about the characteristics of different animals around Australia, and begin to understand that there are some very dangerous creatures living in	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

# Geography - Year 2- The Poles

Prior knowledge	<b>Current Knowledge-</b> the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						Future Knowledge
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	What do they want to find out?  Where is the Arctic and Antarctica?  Where is the school?	Polar weather and transport	Polar housing and people	Polar explorers	Animals and how they survive	Climate change/pollution	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
<b>Recurring Vocabulary-</b>	<b><u>Vocabulary-</u></b> <b>Arctic, Antarctica, Cold, Equator, Climate, Environment</b>			<b>Take away points:</b>  <b>1. Name and locate the North and South poles</b> <b>2. Name one difference between the North and South poles.</b> <b>3. Name one difference between Greenland and England.</b>			

# Geography - Year 3- the local area

Prior knowledge	Current Knowledge- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			Future Knowledge
<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Where in the UK located in the world?</p> <p>Where is the England located in the UK?</p> <p>Where is MB located in England?</p> <p>Use the compass points and directional language to describe the locations.</p>	<p>Look at the human and physical features of MB using a range of methods</p>	<p>Useful doc to help planning : <a href="#">What is my local area like?</a></p> <p>Investigation in your local area focusing on its main human and physical geographical features and how they might be changing the use of a range of geographical skills including the use of maps, observation and field sketches fieldwork opportunities within your school's local area</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p>Recurring Vocabulary-</p>	<p>Vocabulary-</p>		<p>Take away points:</p> <p>1. Where is MB in relation to the UK/Europe?</p>	<p>Vocabulary-Tier 3</p>



# Geography - Year 3- Rivers and the water cycle

Prior knowledge	<b>Current Knowledge-</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b>  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b> ), and land-use patterns; and understand how some of these aspects have changed over time					Future Knowledge
The local area-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Learn about the key aspects of the water cycle.	Learn about how rivers get their water-Understand the role of watersheds in the collection and movement of precipitation into rivers and lakes.  Use, with understanding, the terms associated with water travelling to rivers and discuss how pollutants travel in water and impact the environment.	Identify the sources of rivers on mountain moorlands and understand how tributaries feed into a fast flowing river.  Understand how the fast flowing river water erodes the rock beneath and causes a V-shaped valley, often with interlocking spurs.	Identify mature rivers and their floodplains and understand that mature rivers feed into the sea.  Understand how the different flow-speeds of a mature river erode the bank and deposit sediment, creating meandering bends and sometimes ox-bow lakes.	Discuss the effects of human impact on floodplain.  Understand the importance of flood management systems and discuss how to improve life on a floodplain.	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

# Geography - Year 3- UK

Prior knowledge	Current Knowledge-						Future Knowledge
<p>Rivers and the water cycle- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Where is the UK?</p> <p>What is the UK?</p> <p>What are the countries in the UK and their capital cities?</p> <p>(Taught in Year 1 previously)</p>	<p>Take a closer look at the counties of the UK.</p> <p>Explore how UK counties are organised.</p> <p>Find out how the counties of England can be separated into regions before exploring the names and locations of the counties across Great Britain.</p> <p><a href="https://planbee.com/products/the-united-kingdom">https://planbee.com/products/the-united-kingdom</a></p>	<p>Start the lesson by challenging your class to name as many UK towns and cities as they can, before learning how to locate the major cities on a map, including London, Edinburgh, Cardiff, Belfast, and many more. There is also the opportunity for your class to carry out some research into one particular city as they find</p>	<p>Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.</p>	<p>Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographic</p>	<p>Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.</p>	<p>locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

# Geography - Year 4 - Mountains and hills in the UK

Prior knowledge	<b>Current Knowledge-</b> To be able to name and locate key mountains and hills that are in the UK. Understand more about weather conditions on mountains and their formation.						Future Knowledge
<p>Rivers and the water cycle- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Recap from Y3:</p> <p>Take a closer look at the counties of the UK. Explore how UK counties are organised. Find out how the counties of England can be separated into regions before exploring the names and locations of the counties across Great Britain.</p> <p><a href="https://planbee.com/products/the-united-kingdom">https://planbee.com/products/the-united-kingdom</a></p>	<p><b>What is the difference between a hill and a mountain?</b></p>	<p>What are the conditions and physical features of a mountain area? How does this area compare to other parts of the UK?</p>	<p>Sca Fell and Scafell Pike (Lake District)</p> <p>Locate on a map and explore some of the physical features and key facts of this area of the UK and mountain.</p>	<p>Ben Nevis (Fort William and Scotland)</p> <p>Locate on a map and explore some of the physical features and key facts of this area of the UK and mountain.</p>	<p>Snowdon (Wales)</p> <p>Locate on a map and explore some of the physical features and key facts of this area of the UK and mountain.</p> <p>The 3 Peaks Challenge.</p>	<p>locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<b>Recurring</b>	<b>Vocabulary-</b>			<b>Take away points:</b>		<b>Vocabulary-</b>	

# Geography - Year 4 - Waterfalls and rivers (Norway)

Prior knowledge	<b>Current Knowledge-</b> Understand how a river is established and how a waterfall is formed. To be able to locate Norway on a map of Europe and compare the country to England To be able to name and locate some of Norway's key rivers and waterfalls.						Future Knowledge
<p>Rivers and the water cycle- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b></p> <p>name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Recap from Y3:</p> <p>What do the children remember about the water cycle and rivers?</p> <p>Key vocab -            Floodplain            Impact            Flood management systems            Mature erode/erosion            Meandering            Source            Mountain            Moorland            Tributaries            Feed            Erodes            Interlocking spurs</p>	<p><b>How does a waterfall form?</b></p> <p><b>Why do some rivers have waterfalls?</b></p> <p><b>At what stage of a river do waterfalls usually form?</b></p> <p><b>Where are waterfalls normally found?</b></p>	<p>Where is Norway?</p> <p>Locate Norway on a map of Europe.</p> <p>How does Norway compare to England?</p> <p>Culture            Weather conditions            Population            Language            Capital city            Famous landmarks</p>	<p>Where is Norway?</p> <p>Locate Norway on a map of Europe.</p> <p>How does Norway compare to England?</p> <p>Culture            Weather conditions            Population            Language            Capital city            Famous landmarks</p>	<p>Locate key rivers in Norway:</p> <p>Glomma (longest)            Otra            Namsen</p> <p>How do the different weather conditions in Norway make a difference to the rivers in comparison with British rivers?</p>	<p>Waterfalls in Norway</p> <p>Why does Norway have so many waterfalls compared to other European countries?</p> <p>Locate key waterfalls in Norway on a map.</p> <p>How many waterfalls are in Norway?</p> <p>What is the tallest waterfall in Norway?</p>	<p>locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

# Geography - Year 4 - Coastal Areas and Islands (Greece and Croatia)

Prior knowledge	<b>Current Knowledge-</b> To be able to locate Greece, Croatia and name some of the surrounding islands. Understand how coastal features are formed. Understand how islands are formed.						Future Knowledge
Understand how a river is established and how a waterfall is formed. To be able to locate Norway on a map of Europe and compare the country to England To be able to name and locate some of Norway's key rivers and waterfalls.	How are coastal features formed?  Types of rock in coastal areas.  Physical processes and human effects on the environment	What is an island?  How are islands formed?	Locate Greece and some of the islands surrounding on a map of Europe.  Key features of Greece: Weather conditions Culture Coastal areas Landmarks	Greece and its surrounding islands.  Key landmarks  Human and physical features	Locate Croatia and some of the islands surrounding on a map of Europe.  Key features of Croatia: Weather condition	Croatia and its surrounding islands.  Key landmarks  Human and physical features	locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

# Geography - Year 5 - The water cycle and coastal areas around Europe

Prior knowledge	<b>Current Knowledge-</b> To understand the key aspects of the water cycle Identify key coastal areas around Europe, understand how coastal areas are formed and compare differences between (e.g. weather conditions and proximity to the equator)						Future Knowledge
	Learn about the key aspects of the water cycle.  Recap for half of class - what do they remember?	How are coastal areas formed?  What physical features can be found?  What impact have humans had on coastal areas?	Coastal areas in the south of the UK - Dorset - Durdle Door, Man O' War beach  Erosion and type of cliff  What sea is located here?	The Algarve, Portugal  Rocky coastline  What sea is located here?  Locate on a map  Portuguese traditions and cultures  Key landmarks	Nautholsvik Geotherma l Beach, Iceland  Human and physical features.  Comparisons to The Algarve/ Dorset  Locate on a map.		locate the world's countries, using maps to focus on countries outside of Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

# Geography - Year 5 - Asia - Earthquakes

Prior knowledge	Current Knowledge-						Future Knowledge
<p>To understand the key aspects of the water cycle Identify key coastal areas around Europe, understand how coastal areas are formed and compare differences between (e.g. weather conditions and proximity to the equator)</p>	<p>.Locate Asia</p> <p>Discuss key aspects of the continent such as weather patterns, countries and capitals, human and physical features, famous landmarks etc.</p>	<p>Look at China in more depth</p> <p>Discuss key aspects such as weather patterns, capital city, human/physical features, famous landmarks.</p>	<p>Look at India in more depth</p> <p>Discuss key aspects such as weather patterns, capital city, human/physical features, famous landmarks.</p> <p>Make comparisons with China</p>	<p>What is the earth?</p> <p>How is the earth formed?</p> <p>What are the 4 layers of the earth?</p>	<p>What is an earthquake?</p> <p>Why do earthquakes happen?</p> <p>What impact do earthquakes have?</p> <p>Why do some countries have worse earthquakes than others?</p>	<p>Tsunamis -</p> <p>The Indian ocean earthquake and tsunami - 26th December 2004</p>	<p>locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

# Geography - Year 5 - Volcanoes - The Galapagos Islands

Prior knowledge	<b>Current Knowledge-</b> 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  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						Future Knowledge
Describe and understand key aspects of earthquakes Locate countries on a map/globe/atlas and describe key features studied. Understand geographical similarities and differences through the study of human and physical geography.	Children will find out what volcanoes are, and why and how they erupt.  They will learn about the devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79AD.	Look at the volcanoes on the Galapagos Islands  Compare to active volcanoes in Italy.	Locate The Galapagos Islands  How was it discovered?  Why is it so significant?  What is culture and life like there?	Look at the physical and human features of The Galapagos Islands	Recap the human and physical features and build on this by exploring the island's wildlife, weather conditions and	Make comparisons between the Galapagos Islands and another island previously learned.  For example the Isle of Wight (UK) or Sri Lanka (Asia)	locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities



# Geography - Year 6- South America- Earthquakes

Prior knowledge	Current Knowledge-				Future Knowledge
<p>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</p>	<p>Learn about earthquakes and the movement of tectonic plates.</p> <p>Understand how tectonic plates work. Identify the layers of the earth and how earthquakes occur. Consider the effects felt at the surface of the Earth when plate tectonic move.</p>	<p>What happens when an earthquake strikes? Find out about seismic waves and make a DIY seismograph.</p> <p>Children will: Understand what happens with tectonic plates move Understand what seismic waves are and what effect they have during an earthquake Understand how seismic waves are recorded and measured through the making of their own seismograph</p>	<p>Gain an understanding of life in an earthquake zone. Compile and practise your own class earthquake drill.</p> <p>Children will: Understand life in an earthquake zone and are familiar with the precautions/preparations required. Understand how their surroundings might behave in an earthquake and undergo an earthquake drill in the classroom. Link this to regions in</p>	<p>Identify the factors that make buildings withstand earthquakes and make an earthquake-proof structure using marshmallows and straws on a 'ground' of jelly.</p> <p>To make an earthquake proof structure using simple materials.</p> <p>Children will:</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>

# Geography - Year 6- South America

Prior knowledge	<b>Current Knowledge-</b> 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  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						Future Knowledge
North America- 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	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	

# Geography - Polar regions Year 6

Prior knowledge	Current Knowledge-						Future Knowledge
	<ul style="list-style-type: none"> <li>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</li> <li>identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>						
	<p>What are the polar regions?</p> <p>Where are they located?</p> <p>GIS/mapping</p>	<p>What are the key physical characteristics of the polar regions?</p> <p>What are the differences between the Arctic and Antarctic?</p>	<p>How has polar exploration shaped our understanding of the polar regions?</p>	<p>How have human populations adapted to the polar regions?</p> <p>What natural resources are available in the polar regions?</p>	<p>What are the key economic activities in the polar regions?</p> <p>How are trade links important in the polar regions?</p>	<p>How are the polar regions being affected by climate change?</p> <p>-link to GIS/mapping?</p>	