



<b>Geography Long-term Overview 24/25</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Nursery</b>	<b>The Four Seasons</b> Children will learn: <ol style="list-style-type: none"> <li>1. to engage in discussions about where things are and what they can see around them.</li> <li>2. that weather changes according to the seasons.</li> <li>3. that we need to dress accordingly to keep ourselves safe</li> </ol>	<b>Where Do You Live?</b> Children will learn: <ol style="list-style-type: none"> <li>1. to describe where they live.</li> <li>2. to give simple directions in a familiar setting.</li> <li>3. to draw a picture of a place that is familiar to them such as their home and to talk about key features.</li> </ol>	<b>The Countryside</b> Children will learn: <ol style="list-style-type: none"> <li>1. to talk about familiar places to them outside of home or school eg. Nanny's house, Aldi etc.</li> </ol>
<b>Reception</b>	<b>Where Am I Located?</b> Children will learn: <ol style="list-style-type: none"> <li>1. vocabulary such as 'near' and 'far' to talk about places that are familiar to them.</li> <li>2. to name and describe landmarks or places that are familiar to them in their local area.</li> </ol>	<b>What Would It Be Like in Another Country? (The Polar Regions)</b> Children will learn: <ol style="list-style-type: none"> <li>1. to listen and engage in discussions around stories about different countries and cultures.</li> <li>2. to discuss similarities and differences between life in this country and life in another country using stories, non-fiction texts and, when appropriate, maps.</li> </ol>	<b>The Big Blue (What Are Oceans and Where Are They Located, Sea Creatures and Plastic Pollution)</b> Children will learn: <ol style="list-style-type: none"> <li>1. to interpret, use and create simplified maps of the world and name physical features.</li> </ol>
<b>Year 1</b>	<b>Spatial Sense - My World and Me</b> Children will learn: <ol style="list-style-type: none"> <li>1. where the seven continents and five oceans of the world are located on a world map.</li> <li>2. where the UK is located on a world map.</li> <li>3. about the equator and the poles, and start to identify that countries near the equator are hot countries and those by the poles are cold countries.</li> </ol>	<b>Animals Around the World</b> Children will learn: <ol style="list-style-type: none"> <li>1. about the continents through the identification of where different animals are found all over the world. After learning the names of the continents the children are challenged to place animals or label animals based on their native continent.</li> <li>2. the differences between an ocean and a sea and use the vocabulary to describe environments around the coast and the</li> </ol>	<b>Weather Patterns and the Seasons</b> Children will learn: <ol style="list-style-type: none"> <li>1. about differences between seasonal weather and daily weather in the UK so they can describe typical UK weather during a given month.</li> <li>2. how weather data how weather differs between different regions of the UK, especially inland and coastal areas. They may then either complete weather pictograms or draw and describe</li> </ol>

	<ol style="list-style-type: none"> <li>4. Know the location of the UK and Ecuador, and compare examples of these features in Ecuador and the UK. They will use photos to help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.</li> <li>5. that Quito is the capital of Ecuador and London is the capital of the UK and ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.</li> <li>6. where the equator and poles are on a globe and world map.</li> <li>7. about a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate.</li> <li>8. about a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks</li> <li>9. about the importance of using a key and will create a map of their own to show their journey to school or to show a given journey.</li> </ol>		<ol style="list-style-type: none"> <li>3. about the imaginary line around the centre of the world: the equator and the temperature of different locations which various animals live in based on their distance from the equator. Children are challenged to use what they know about places and their relation to the equator to place animals in their preferred temperature environment.</li> <li>4. about the four seasons and what kind of activities, clothing and food they would do/wear/eat in summer and winter.</li> <li>5. how animal behaviours change during the seasons and how these seasonal behaviours are triggered by the shortening days and cold weather, such as hibernation, migration and winter coats.</li> <li>6. about the four countries within the UK the flags of each country and then their national animals, as well as national animals of the world's countries.</li> <li>7. about animals native to the UK, including the differences between wild animals, livestock and pets.</li> <li>8. to investigate their local area or school grounds to see which animals they can spot and record their observations in different ways.</li> </ol>		<p>weather conditions in one or more UK regions.</p> <ol style="list-style-type: none"> <li>3. ways in which weather affects the clothes we wear and the things we do and how weather forecasts help us. They may either add weather symbols to a map or prepare and preform a weather forecast</li> <li>4. basic differences between UK, polar and equatorial climates. They may either draw and describe weather in different given locations or talk to a visitor about weather in another part of the world.</li> <li>5. how the weather in equatorial regions, like Singapore, may not only be hotter than the UK, but wetter, too. They will undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour.</li> <li>6. how the weather in polar regions, like Tromsø, Norway, including that they experience periods of constant darkness/daylight. They may either draw diaries describing a typical day in a polar region or create polar region art showing winter weather activities.</li> </ol>
<b>Year 2</b>	<p><b>Spatial Sense</b> <b>Where Do I live?</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the seven continents and five oceans of the world and identify each</li> </ol>	<p><b>Life in The City</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. what a city is and what makes a city a city.</li> <li>2. that cities are important and will locate</li> </ol>	<p><b>Around the World</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. the name and location of each of the seven continents of the world.</li> <li>2. that France is a country in</li> </ol>	<p><b>Who Lives here?</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. who lives on the largest island in the world, Greenland and about both the traditional and modern way of life for Inuits. In their independent activities</li> </ol>	<p><b>Let's Go On Safari</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. to locate the UK and Kenya on a world map and about the idea of a safari and what they might see on a Kenyan safari.</li> <li>2. about how different places around the world have different climates based on the location of the poles and the equator. By looking at Kenya's wet and</li> </ol>

	<p>one on a world map.</p> <p>2. where to locate the UK on a world map and identify it as being a country within Europe.</p> <p>3. how the UK is split into four countries and that each country has its own capital city and start to consider the idea of national identity.</p> <p>4. about some of the human and physical features of each country within the UK and identify the national flowers and flags.</p> <p>5. the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean by locating Birmingham and the local area on a map and</p>	<p>some major cities around the world.</p> <p>3. about human and physical features found in cities and will use new vocabulary to locate and describe the physical and human features found in Vancouver.</p> <p>4. about the physical features of Edinburgh and Cape Town and will use language to describe and compare the physical features of two different cities.</p> <p>5. about the human features of Edinburgh and Cape Town and will use language to describe and compare the human</p>	<p>Europe and identify some of its key features.</p> <p>3. to locate the continent of Asia and identify and describe some of the key features and characteristics of China, recognising it as a country in the continent of Asia.</p> <p>4. to locate the continent of Australia, noting that Australia is both the name of a continent and a country within that continent and identify and describe some of the key features and characteristics of Australia.</p> <p>5. to locate Africa on a world map and identify Kenya as a country within Africa and identify and</p>	<p>they will match answers to questions, sort fact cards, or identify true and false statements. They will compare and contrast the traditional Inuit way of life to their own lifestyle using given headings.</p> <p>2. about the way of life of the Yanomami people in South America about their homes, the differing roles of men and women, the food they eat, and how they celebrate. In their independent activities, children will use what they have learnt to identify true and false statements, complete sentences and answer questions. In the alternative activity, children will pretend to be members of a Yanomami village and make decisions together.</p> <p>3. about a nomadic way of life by exploring the lifestyle of those who live on the Mongolian grasslands and about why they need to keep moving from place to place, and what their</p>	<p>dry seasons and compare Kenya's climate to the UK climate.</p> <p>3. about a variety of animals that live in Kenya and will identify their features and what geographical features the animals need, such as bodies of water or trees for shade.</p> <p>4. about the four points of a compass and how we can use them to navigate around a map.</p> <p>5. how grids on a map can be used to travel a given number of places in different directions.</p> <p>6. about different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.</p> <p>7. to compare large cities and small villages in Kenya using appropriate vocabulary to describe the different landscapes of Kenya.</p> <p>8. about the many different groups of people who live in Kenya and will compare people who live in large cities with those who live in more rural areas.</p> <p>9. about the Maasai tribe and start to consider the differences between Maasai life and like in the UK.</p> <p>10. about ways in which Kenya is similar to or different from the UK by comparing areas such as landscapes, towns, villages, food, clothing and lifestyles.</p>
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	<p>think about what kind of settlement they live in.</p> <p>6. about the road and house they live in by knowing what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.</p>	<p>features of two different cities.</p> <p>6. what a bird's eye view is and describe maps from this perspective.</p> <p>7. how to use symbols to represent objects in a bird's eye view map by exploring how to use symbols to represent objects in a bird's eye view map.</p>	<p>describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.</p> <p>6. to locate the USA on a world map and identify it as a country within North America and how it is organised into states, identifying some of the major landmarks of the country, as well as looking at how 4th July is celebrated.</p> <p>7. to locate South America on a world map and identify Brazil as a country within this continent, identifying some key landmarks of Brazil before identifying a variety of</p>	<p>portable homes are like. In their independent activities, children will use a map and key to answer questions involving simple compass directions. In the alternative activity, children will discuss the advantages and disadvantages of the nomadic way of life</p> <p>4. about the traditional way of life of the Maasai people in Kenya and what their villages are like, why their animals are so important to them, and other aspects of the Maasai culture. In their independent activities, children will use what they have learnt to explain what life is like in a Maasai village. In the FSD? activity, children will match and sequence pictures and descriptions of how to build a Maasai house</p> <p>5. about the underground cave homes created by the Berber people in Tunisia and how they were built, as well as why people choose to live there.</p>	
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			<p>geographical features, such as rivers and mountains.</p> <p>8. to locate Antarctica on a world map and that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.</p>	<p>They will explore the culture of the Berber people, by either creating their own paper weaving of a kilim, or following some simple recipes for making flavoured cous cous.</p>		
<b>Year 3</b>	<p><b>Spatial Sense</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. that the globe is divided in to the northern and southern hemisphere.</li> </ol>	<p><b>Investigating Our Local Area</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. to locate the UK on a world map and identify the different</li> </ol>	<p><b>United Kingdom</b> -</p> <p><b>Earning a Living</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the reasons people work and some of the different</li> </ol>	<p><b>Investigating Coasts</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. how coasts are formed, including the processes of erosion and deposition.</li> <li>2. to locate coastal areas they have been to on a</li> </ol>	<p><b>Our European Neighbours</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. to comp</li> </ol>	<p><b>Italy Today</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. to locate Italy on a world map and about the location of its regions, the bordering countries, the seas and the islands that are part of Italy.</li> </ol>

	<p>2. that the two hemispheres are divided by the equator.</p> <p>3. that lines of latitude are imaginary horizontal lines that divide the globe up.</p> <p>4. that lines of longitude are imaginary vertical lines that divide the globe up.</p> <p>5. about the eight compass points.</p> <p>6. how ordinance survey maps cover the whole of the UK.</p>	<p>regions of the UK.</p> <p>2. how on Ordnance Survey maps, the UK is split into a grid, identifying different towns and counties within each square.</p> <p>3. how to use the eight compass points to navigate around a map and use a map of Birmingham and the local area to explore features.</p> <p>4. a variety of human and physical features and the difference between rural and urban areas, identifying whether they live in a rural or urban area.</p> <p>5. about Birmingham and the local area and</p>	<p>types of jobs people have, such as full-time or part-time work.</p> <p>2. about a variety of different jobs and identify what each job entails.</p> <p>3. about what a job sector is and the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older.</p> <p>4. that some jobs get paid more than others.</p> <p>5. what terms such as 'business', 'industry' and 'economy' mean.</p> <p>6. about some industries and notice that different countries have</p>	<p>map and investigate different coastal areas around the country.</p> <p>3. what coastal erosion is, how it affects coastlines and the features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability.</p> <p>4. why coastal management strategies are necessary and about some specific systems such as groynes, gabions and revetments, identifying some of the advantages and disadvantages of using coastal management systems.</p> <p>5. about the different types beaches in the UK based on their personal experiences, identifying the similarities and differences using geographical vocabulary.</p> <p>6. about both the human and physical features of Britain's beaches.</p> <p>7. about the role of travel agents as they plan and present different types of coastal holidays in</p>	<p>are Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Use facts they have learnt to answer questions and annotate maps.</p>	<p>Children record what they have learnt on their own maps.</p> <p>2. what is meant by physical geography.</p> <p>3. how to interpret a physical map by identifying Italy's two main mountain ranges about the highest peaks in each region, describing the mountain ranges using geographical vocabulary.</p> <p>4. about the location of the longest river in Italy, the Po.</p> <p>5. what volcanoes are, and why and how they erupt.</p> <p>6. about the devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79AD. to create advertisements for tourists visiting the ruins of Pompeii,</p> <p>7. about the human geography of Italy, identifying some of the most famous landmarks of the country and find out where they are located. Children will continue to research some of Italy's cities</p> <p>8. about the human geography of Italy in more depth by learning about different aspects of the country's culture. They will conduct their research independently.</p>
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		<p>identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features.</p> <p>6. about services which are common to most towns and the variety of different services in Birmingham and the local area.</p> <p>7. to design their own town and include the services they think are necessary.</p> <p>8. how to gather data to find out ways in which adults in their local communities get to work, recording the evidence they have gathered and presenting it in an</p>	<p>different industrial strengths, identifying some of the major industries of the UK.</p> <p>7. about some of the UK's largest industries and how a country's climate and resources affect its industry and economy.</p> <p>8. about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.</p> <p>9. about some of the reasons adults don't work including retirement and unemployment and the help given to the unemployed in the UK, comparing this to other countries</p>	<p>the UK and abroad. They will consider what the client wants from a holiday and plan a trip accordingly, using their knowledge of coasts.</p> <p>8. about the possible effects on the local area of building a new hotel on an unspoiled area of coast from different viewpoints. They will then debate the effect this would have on the local environment.</p>	<p>2. to locate Europe on a world map and to locate the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the</p>	
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		<p>appropriate way.</p> <p>9. how to use the data they have gathered to draw conclusions about what it tells them about their local area.</p> <p>10. to describe the area they live in, giving details about its human and physical features.</p>	<p>around the world.</p> <p>10. about the effect unemployment on family and friends.</p> <p>11. about the reasons why children in other parts of the world have to work instead of going to school and identify some examples of jobs children around the world do before thinking about the link between education and employment.</p>		<p>names of countries.</p> <p>3. the names and locations of other European countries. Children can then identify a country from given clues, complete information in a table or match countries to their flags.</p>	
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					<div>4. about some human features of different European countries, including flags, currencies and governments</div> <div>5. the difference between a continent, country and capital city before identifying the capital</div>	
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					<p>l cities of a variet y of Europ ean count ries.</p> <p>6. to use maps to locate capita l cities and about featur es of some major cities.</p> <p>7. to gener ate questi ons; how to comp are the physic al and huma n featur es of Londo</p>	
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					<p>n and Paris, or choos e two capita l cities they would like to explor e and comp are for thems elves.</p> <p>8. to gener ate questi ons they can ask to help them find out infor matio n about both the huma n and physic</p>	
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					al geogr aphy of their chose n Europ ean count ry throu gh resear ch using a variet y of sourc es of infor matio n and will prese nt the infor matio n in a variet y of ways.	
<b>Year 4</b>	<b>Spatial Sense</b> Children will learn: 1. that the Tropic of Cancer and	<b>Where does our food come from?</b> Children will learn:	<b>Volcanoes</b> Children will learn: 1. what a volcano is before locating some of the world's most well-known volcanoes on a world		<b>North America</b> Children will learn:	<b>Mexico Today</b> Children will learn:

	<p>the Tropic of Capricorn are special lines of latitude.</p> <p>2. that the Tropic of Cancer is in the northern hemisphere.</p> <p>3. that the Tropic of Capricorn is in the southern hemisphere.</p> <p>4. about four figure grid references.</p> <p>5. how to read four figure grid references.</p> <p>6. about the range of symbols used on Ordnance Survey maps.</p>	<p>1. to locate the UK as being in the Northern Hemisphere.</p> <p>2. about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world.</p> <p>3. about the origins of some breakfast foods, as well as how they are traded and transported around the world.</p> <p>4. about some of the different climate zones around the world, particularly temperate climate zones.</p> <p>5. about farms in Kansas, USA to explore how farmers in temperate climates grow</p>	<p>map, describing where these volcanoes are in relation to the northern and southern hemispheres, and the equator.</p> <p>2. How to use a variety of information sources to find out further facts about particular volcanoes.</p> <p>3. what causes a volcano to erupt and what happens during an eruption.</p> <p>4. To use labelled diagrams to interpret information.</p> <p>5. about the impact volcanic eruptions have on the surrounding environment.</p> <p>6. about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different.</p> <p>7. the difference between an extinct, active and dormant volcano and will be able to explain this to others.</p> <p>8. And to interpret new vocabulary associated with volcanoes and use this vocabulary regularly in lessons.</p> <p>9. what the tectonic plates are and identify which plates different countries lie on.</p> <p>10. how these plates move and how this can cause volcanoes and other natural disasters.</p> <p>11. about the 'ring of fire' and identify why volcanoes particularly occur along fault lines.</p> <p>12. why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities, as well as some of the different species of flora and fauna that live in volcanic areas.</p> <p>13. ways in which life in a volcanic area is similar to or different from life in a non-volcanic area by comparing Hawaii with Birmingham noticing similarities and differences in geographical features and lifestyles.</p>	<p>1. that USA is a country within the continent of North America, locating both on a world map.</p> <p>2. that the USA comprises 50 states and how to use compass points to identify the states and describe</p>	<p>1. about Mexico and how similar or different it is to the UK.</p> <p>2. And look at a range of pictures and sources that relate to Mexico.</p> <p>3. to locate Mexico on a world map about the main regions of Mexico, locating the major cities, the bordering countries, and the surrounding bodies of water.</p> <p>4. Record what they have learnt on their own maps.</p> <p>5. about the difference between weather and climate and that the climate of an area depends on many factors.</p> <p>6. Interpret data from graphs and tables to compare and contrast different cities.</p> <p>7. about Mexico's two main climate zones, and will compare and contrast different cities within these climate zones.</p> <p>8. the meaning of the term physical geography.</p> <p>9. Research Mexican festivals, food, sports, music and dance.</p> <p>10. Retrieve facts about Mexican culture.</p> <p>11. about Mexico's extremely varied landscape, which includes deserts, jungles and mountains.</p>
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		<p>and harvest wheat and other crops before distributing them around the world.</p> <p>6. to locate the tropics as being between the Tropics of Cancer and Capricorn.</p> <p>7. about tropical climates and discover that bananas grow well in this climate.</p> <p>8. how bananas are grown before being exported to the UK.</p> <p>9. about fair trade.</p> <p>10. that Indonesia is in a tropical climate and what the term 'biome' means.</p> <p>11. about the process of rice production in Indonesia and how farmers change land use.</p>	<p>14.To use photos as a stimulus to gather information.</p> <p>15.To present information and research volcanoes in detail and share with peers.</p> <p>16.Build a model volcano and explain how each component of a volcano makes it erupt.</p>	<p>where they are in location to one another.</p> <p>3. about the six main regions that make up the USA and identify which states belong to which region.</p> <p>4. to identify features of each state, including state flag, motto</p>	<p>12.about the concept of human geography and that one aspect of this concerns the culture of a society.</p> <p>13.about what might attract tourists to Mexico.</p>
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		<p>the UK for food.</p> <p>18. Present the information they have learnt in the unit using an infographic.</p>		<p>geographical language.</p> <p>6. about some of the largest and most famous cities in the USA, including the capital of the USA, as well as the capital city of each individual state.</p> <p>7. To carry out their own</p>	
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				<p>research through building their own enquiry about a capital city of an individual state.</p> <p>8. about the effects of urbanisation on wildlife before learning about the national parks in the USA,</p>	
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				<p>particularly Yellowstone and their features.</p> <p>9. about blizzards, tornadoes, hurricanes and earthquakes in the USA, and where they are most likely to occur, considering the effects these natural phenomena</p>	
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					<p>men have on people and landscapes.</p> <p>10. about some of America's most popular tourist destinations.</p>	
<b>Year 5</b>	<p><b>Spatial Sense</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what relief maps are.</li> <li>2. what a key on a map is.</li> <li>3. how to read the key of a relief map.</li> <li>4. what the arctic and Antarctic circles are.</li> <li>5. that the Prime Meridian is an important line of longitude.</li> </ol>	<p><b>The United Kingdom and Druids Heath</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. learn some key facts about the UK, especially Birmingham and the local area: Druids Heath, including area, life expectancy and population.</li> <li>2. what a county is and how the counties of England can be</li> </ol>	<p><b>Rivers</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what the water cycle is and why it is important.</li> <li>2. learn to describe each process of the water cycle using appropriate vocabulary.</li> <li>3. how rivers are formed by explaining the processes of</li> </ol>	<p><b>Mountains</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about how the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan as well as how the landscape of Yosemite is constantly changing thanks to glaciers, erosion and other factors.</li> <li>2. about the water system at Yosemite National Park: how water travels</li> </ol>	<p><b>The Caribbean</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. where in the world the Caribbean is located and about the location and</li> </ol>	<p><b>Water World</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glacier.</li> <li>2. how much of the water on the planet is usable by humans and that water is either salt or fresh water.</li> <li>3. how the water cycle and its various processes work, describing how the water cycle works using specific vocabulary.</li> <li>4. the importance of the water cycle for our planet.</li> </ol>

		<p>split into regions, identifying which county Druids Heath is located in.</p> <p>3. the difference between a town and a city and will locate some of the UK's major cities on a map, describing where different towns and cities are in relation to one another and especially in relation to Birmingham and Druids Heath.</p> <p>4. about the difference between a hill and a mountain and how mountains are formed.</p> <p>5. about some of the hills and mountains of the UK and identify their features and key facts.</p> <p>6. which hills are in the locality of Druids Heath.</p>	<p>erosion and deposition.</p> <p>4. about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.</p> <p>5. about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure.</p> <p>6. about some of the causes of river pollution and the effects this has on the environment.</p> <p>7. about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home and ways in which river pollution</p>	<p>through the park from the glaciers in the mountains, creating rivers, lakes, streams and waterfalls.</p> <p>3. how humans harness water in the park, such as the O'Shaughnessy Dam and Hetch Hetchy Reservoir.</p> <p>4. what biomes and vegetation zones are, identifying the various biomes of Yosemite and how the climates differ.</p> <p>5. to compare Yosemite National Park with some different national parks in the UK, identifying where UK parks are located.</p>	<p>owners hip of the islands within it.</p> <p>2. about what the physical geography of the Caribbean and about some of the diverse landforms found in the Caribbean.</p> <p>3. what type of climate the Caribbean has, and why, comparing and contrasting the average</p>	<p>5. about the ways in which households in the UK use water and about how much water they use on a daily and weekly basis, as well as how it gets to their taps through the water treatment process.</p> <p>6. about water-scarce countries, using Kenya as an example, comparing water usage in Kenya and the UK.</p> <p>7. about the idea of a sustainable future and the role water can play in this, especially about hydroelectricity and how water can be harnessed to produce power.</p> <p>8. about the bodies of water in Birmingham and the local area.</p> <p>9. about the water quality of the River Thames.</p>
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		<p>other key facts about each one.</p> <p>9. which rivers flow through or near to Birmingham and Druids Heath and what their journeys are.</p>			<p>past has affected the culture, land use, exports and populations of the Caribbean islands.</p> <p>6. about the tourist industry's importance to the economy of the Caribbean.</p>	
<b>Year 6</b>	<p><b>Spatial Sense</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about six figure grid references.</li> <li>2. how to read six figure grid references.</li> <li>3. what the globe is divided up into time zones</li> </ol>	<p><b>Exploring Africa</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to locate Africa on a world map and that the African continent is made up of 54 countries, using compass-directions to</li> </ol>	<p><b>South America</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. that South America is a continent and about some of its features, identifying the twelve countries and two territories</li> </ol>	<p><b>Exploring Brazil</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to locate Brazil on a map and which continent Brazil is in and how many countries it shares a border with.</li> <li>2. about the different regions of Brazil and the differences between them.</li> </ol>	<p><b>What is China like?</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. that China is the most populous country in the world.</li> <li>2. to locate which continent China is in and about how many countries it shares a border with.</li> <li>3. about the different regions of China and the differences between them.</li> <li>4. what a megacity is and how many of these are in China.</li> </ol>	

	<p>using the lines of longitude.</p> <ol style="list-style-type: none"> <li>4. how time zones affect what time it is in different parts of the world.</li> <li>5. what a climate zone is.</li> <li>6. how to read the key of a climate zone map.</li> <li>7. what a biome is.</li> <li>8. how to read the key of a biome map.</li> </ol>	<p>locate each country.</p> <ol style="list-style-type: none"> <li>2. that Africa can be split into five different regions and identify which region various African countries are in.</li> <li>3. that Nigeria is a country in western Africa and about the human and physical features of Nigeria.</li> <li>4. to locate the seven countries of northern Africa on a map and about some general features of this area.</li> <li>5. about both human and physical features of Morocco.</li> <li>6. about the nine countries of central Africa and features common to this region, including the equatorial climate.</li> <li>7. about the Central African Republic,</li> </ol>	<p>that comprise South America and locate them on a map.</p> <ol style="list-style-type: none"> <li>2. how climate zone maps show climate zones around the world.</li> <li>3. about the various climate zones in South America, such as temperate, arid and subtropical, describing the features of these climates.</li> <li>4. that the Andes of South America is the largest mountain range in the world, locating the Andes on a map.</li> <li>5. how the Andes were formed and some facts about this mountain range including how it is used by the people who live on or near the mountains.</li> </ol>	<ol style="list-style-type: none"> <li>3. to read and give six-figure grid references using a map of Brazil.</li> <li>4. the definition of physical geography.</li> <li>5. about three different natural landscapes of Brazil in more detail: the Amazon Basin, the Pantanal, and the Brazilian Highlands, including landscape, climate, wildlife and population of each of these areas.</li> <li>6. about the Amazon rainforest, including what and who lives there, and how important this ecosystem is to the world as well as a major threat to the Amazon rainforest - deforestation - including the reasons for, and effects of, this.</li> <li>7. what is meant by the term 'urbanisation', and about reasons for why this is happening in Brazil.</li> <li>8. about push and pull factors for moving from a rural area to an urban area.</li> <li>9. about factors involved in trying to decide</li> </ol>	<ol style="list-style-type: none"> <li>5. about three vastly different landscapes in China (mountainous, river, desert) and the impact of human development on the physical geography of these areas, including the causes, effects and possible solutions for desertification and the positive and negative impact of the Three Gorges Dam on China.</li> <li>6. what physical geography means by considering three vastly different landscapes in China (mountainous, river, desert) and the impact of human development on the physical geography of these areas.</li> <li>7. about the causes, effects and possible solutions for desertification.</li> <li>8. what is meant by economic growth and about the impact that this has had on China, including both the positive and negative effects on the country and its population.</li> <li>9. about the effect that China's economic growth has had on air pollution in the country.</li> <li>10. what the terms 'tourist' and 'tourism' mean.</li> <li>11. about the country's most popular tourist attraction – the Great Wall of China.</li> <li>12. about the culture of China.</li> </ol>
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		<p>including how and why a country rich in resources can be so poor.</p> <p>8. about the eighteen countries of eastern Africa and about the human and physical features of Tanzania.</p> <p>9. what can and can't be learnt about a place from photos, before finding out more about the human and physical features of Tanzania.</p> <p>10. about the five countries of southern Africa and about the physical features of South Africa, including the nine different biomes and South Africa's biodiversity South Africa, as well as a brief overview of apartheid.</p>	<p>6. about the human geography of various countries in South America, comparing and contrasting countries.</p> <p>7. to generate questions they could ask about the human geography of South America.</p> <p>8. about the concept of world trade and some of the products we use that may come from South America, identifying some of the biggest exports of South America and some of their strongest industries.</p> <p>9. the names of the countries and territories of South America and then choose one country as</p>	<p>whether or not to move from a village to a city.</p> <p>10. about one of the effects of urbanisation on the city of Rio de Janeiro: overcrowding, especially on two very different neighbourhoods: a wealthy area and a deprived area and will compare and contrast these areas.</p> <p>11. about Brazil as a tourist destination, and will be encouraged to discuss what would attract tourists to a particular place by considering the attractions of Rio de Janeiro.</p> <p>12. about the definition of culture and what the culture of Brazil might be like.</p>	
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