

Geography Long-term Overview 25/26	AUTUMN	SPRING	SUMMER
Nursery	The Four Seasons  Children will learn:  1. to engage in discussions about where things are and what they can see around them.  2. that weather changes according to the seasons.  3. that we need to dress accordingly to keep ourselves safe	<ul> <li>Where Do You Live?</li> <li>Children will learn:</li> <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> </ul>	The Countryside Children will learn: 1. to talk about familiar places to them outside of home or school eg. Nanny's house, Aldi etc.
Reception	<ul> <li>Where Am I Located?</li> <li>Children will learn:</li> <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> </ul>	What Would It Be Like in Another Country? (The Polar Regions)  Children will learn:  1. to listen and engage in discussions around stories about different countries and cultures.  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.	The Big Blue (What Are Oceans and Where Are They Located, Sea Creatures and Plastic Pollution)  Children will learn:  1. to interpret, use and create simplified maps of the world and name physical features.
Year 1	Spatial Sense - My World and Me Children will learn:  1. where the seven continents and five oceans of the world are located on a world map.  2. where the UK is located on a world map.  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.	Animals Around the World Children will learn:  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.  2. the differences between an ocean and a sea and use the vocabulary to describe environments around the coast and the	Weather Patterns and the Seasons Children will learn: 1. about differences between seasonal weather and daily weather in the UK so they can describe typical UK weather during a given month. 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

- 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.
- 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.
- 6. where the equator and poles are on a globe and world map.
- 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.
- 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
- 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.

- animals they would find in each of these environments.
- 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.
- 4. about the four seasons and what kind of activities, clothing and food they would do/wear/eat in summer and winter.
- 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.
- 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.
- 7. about animals native to the UK, including the differences between wild animals, livestock and pets.
- 8. to investigate their local area or school grounds to see which animals they can spot and record their observations in different ways.

- weather conditions in one or more UK regions.
- 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
- 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.
- 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.
- 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.

### Year 2

# Spatial Sense Where Do I live?

Children will learn:

about the seven continents and five oceans of the world and identify each

### **Life in The City** Children will learn:

1. what a city is and what makes a city a city.

2. that cities are important and will locate

## Around the World

Children will learn:

- the name and location of each of the seven continents of the world.
- 2. that France is a country in

### Who Lives here?

Children will learn:

 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

#### Let's Go On Safari

Children will learn:

- 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.
- 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

- one on a world map.
- where to locate the UK on a world map and identify it as being a country within Europe.
- 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.
- 4. about some of the human and physical features of each country within the UK and identify the national flowers and flags.
- 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

- some major cities around the world.
- 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.
- 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.
- 5. about the human features of Edinburgh and Cape Town and will use language to describe and compare the human

- Europe and identify some of its key features.
- 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.
- 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.
   to locate Africa
- 5. to locate Africa on a world map and identify Kenya as a country within Africa and identify and

- 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.
- 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.
- 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

- dry seasons and compare Kenya's climate to the UK climate.
- 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.
- 4. about the four points of a compass and how we can use them to navigate around a map.
- how grids on a map can be used to travel a given number of places in different directions.
- 6. about different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.
- to compare large cities and small villages in Kenya using appropriate vocabulary to describe the different landscapes of Kenya.
- 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.
- about the Maasai tribe and start to consider the differences between Maasai life and like in the UK.
- 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.

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what kind of		different cities.		of the key		In their independent	
settlement they	6	what a bird's		characteristics		activities, children will	
live in.	0.	eye view is and		and features of		use a map and key to	
6. about the road		describe maps				•	
		from this		Kenya, as well		answer questions	
and house they				as comparing		involving simple	
live in by	_	perspective.		urban and rural		compass directions. In	
knowing	/.	how to use	_	life.		the alternative activity,	
what an address		symbols to	6.	to locate the		children will discuss the	
is and why it is		represent		USA on a world		advantages and	
useful, before		objects in a		map and		disadvantages of the	
working out		bird's eye view		identify it as a		nomadic way of life	
what their own		map by		country within	4.	about the traditional	
address is. They		exploring how		North America		way of life of the Maasai	
can then answer		to use symbols		and how it is		people in Kenya and	
the question,		to represent		organised into		what their villages are	
'Where do I		objects in a		states,		like, why their animals	
live?' in detail		bird's eye view		identifying		are so important to	
using everything		map.		some of the		them, and other aspects	
they have				major		of the Maasai culture. In	
learnt.				landmarks of		their independent	
				the country, as		activities, children will	
				well as looking		use what they have	
				at how 4th July		learnt to explain what	
				is celebrated.		life is like in a Maasai	
			7.	to locate South		village. In the FSD?	
				America on a		activity, children will	
				world map and		match and sequence	
				identify Brazil		pictures and	
				as a country		descriptions of how to	
				within this		build a Maasai house	
				continent,	5.	about the underground	
				identifying		cave homes created by	
				some key		the Berber people in	
				landmarks of		Tunisia and how they	
				Brazil before		were built, as well as	
				identifying a		why people choose to	
				variety of		live there.	

			geographical features, such as rivers and mountains.  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	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.		
	Snatial Sanca	Investigating Our	them.	Investigating Coasts	Our	Italy Today
Year 3	Spatial Sense Children will learn:	Investigating Our Local Area	United Kingdom - Earning a Living	Investigating Coasts Children will learn:	European	<b>Italy Today</b> Children will learn:
	1. that the globe is	Children will learn:	Children will learn:	1. how coasts are formed,	Neighbou	1. to locate Italy on a world
	divided in to	1. to locate the	1. about the	including the processes	rs	map and about the location
	the northern	UK on a world	reasons people	of erosion and	Children	of its regions, the bordering
	and southern	map and	work and some	deposition.	will learn:	countries, the seas and the
	hemisphere.	identify the	of the different	2. to locate coastal areas	1. to	islands that are part of Italy.
		different	types of jobs	they have been to on a	comp	

- that the two hemispheres are divided by the equator.
   that lines of
- 3. that lines of latitude are imaginary horizontal lines that divide the globe up.
- 4. that lines of longitude are imaginary vertical lines that divide the globe up.
- 5. about the eight compass points.
- 6. how ordinance survey maps cover the whole of the UK.

- regions of the UK.
- 2. how on Ordnance Survey maps, the UK is split into a grid, identifying different towns and counties within each square.
- 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.
- 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.
- 5. about
  Birmingham
  and the local
  area and

- people have, such as fulltime or parttime work.
- 2. about a variety of different jobs and identify what each job entails.

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.
- 4. that some jobs get paid more than others.
- 5. what terms such as 'business', 'industry' and 'economy' mean.
- about some industries and notice that different countries have different

map and investigate different coastal areas around the country.

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- 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.
- 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.
- 5. about the different types beaches in the UK based on their personal experiences, identifying the similarities and differences using geographical vocabulary.
- 6. about both the human and physical features of Britain's beaches.
- 7. about the role of travel agents as they plan and present different types of coastal holidays in

- Children record what they have learnt on their own maps.
- 2. what is meant by physical geography.
- 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.
- 4. about the location of the longest river in Italy, the Po.
- 5. what volcanoes are, and why and how they erupt.
- 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,
- 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
- 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.

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and physical	the UK's largest	effects on the local area	locate	
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6. about services	how a country's	on an unspoiled area of	UK 	
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Year 4	Spatial Sense	Where does our	Volcanoes	North	Mexico Today
Year 4	Children will learn:	food come from?	Children will learn:	America	Children will learn:
		Children will learn:		Children	Ciliuleii wiii lealli.
	1. that the Tropic	Cililaren wili learn:	1. what a volcano is before locating some of the		
	of Cancer and		world's most well-known volcanoes on a world	will learn:	

the Tropic of
Capricorn are
special lines of
latitude.

- 2. that the Tropic of Cancer is in the northern hemisphere.
- 3. that the Tropic of Capricorn is in the southern hemisphere.
- about four figure grid references.
- 5. how to read four figure grid references.
- about the range of symbols used on Ordinance Survey maps.

- 1. to locate the UK as being in the Northern Hemisphere.
- 2. about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world.
  - about the origins of some breakfast foods, as well as how they are traded and transported around the world.
- 4. about some of the different climate zones around the world, particularly temperate climate zones.
- 5. about farms in Kansas, USA to explore how farmers in temperate climates grow

- map, describing where these volcanoes are in relation to the northern and southern hemispheres, and the equator.
- 2. How to use a variety of information sources to find out further facts about particular volcanoes.
- 3. what causes a volcano to erupt and what happens during an eruption.
- 4. To use labelled diagrams to interpret information.
- 5. about the impact volcanic eruptions have on the surrounding environment.
- 6. about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different.
- 7. the difference between an extinct, active and dormant volcano and will be able to explain this to others.
- 8. And to interpret new vocabulary associated with volcanoes and use this vocabulary regularly in lessons.
- 9. what the tectonic plates are and identify which plates different countries lie on.
- 10.how these plates move and how this can cause volcanoes and other natural disasters.
- 11.about the 'ring of fire' and identify why volcanoes particularly occur along fault lines.
- 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.
- 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.

- that USA is a similar or different it is to the UK.
   count ry 2. And look at a range of pictures and sources that
  - within the contin ent of North relate to Mexico.

    3. to locate Mexico on a world map about the main regions of Mexico, locating the major cities, the bordering
    - surrounding bodies of water.
      4. Record what they have learnt on their own maps.

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- 5. about the difference between weather and climate and that the climate of an area depends on many factors.
- 6. Interpret data from graphs and tables to compare and contrast different cities.
- 7. about Mexico's two main climate zones, and will compare and contrast different cities within these climate zones.
- 8. the meaning of the term physical geography.
- Research Mexican festivals, food, sports, music and dance.
- 10.Retrieve facts about Mexican culture.
- 11.about Mexico's extremely varied landscape, which includes deserts, jungles and mountains.

and harvest wheat and	14.To use photos as a stimulus to gather information.	where	12.about the concept of human
			geography and that one
other crops	15.To present information and research volcanoes	they are in	geography and that one aspect of this concerns the
before	in detail and share with peers.	locati	culture of a society.
distributing	·	on to	•
•	16.Build a model volcano and explain how each		13.about what might attract
them around	component of a volcano makes it erupt.	one	tourists to Mexico.
the world.		anoth	
6. to locate the		er.	
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Year 5	Spatial Sense	The United	Rivers	Mountains	The	Water World
	Children will learn:	Kingdom and	Children will learn:	Children will learn:	Caribbea	Children will learn:
	1. what relief	Druids Heath	1. what the water	1. about how the major	n	1. about different water bodies
	maps are.	Children will learn:	cycle is and why	physical features of	Children	and the differences between
	2. what a key on a	1. learn some key	it is important.	Yosemite National Park	will learn:	them, such as oceans, rivers,
	map is.	facts about the	2. learn to	were formed, including	1. where	bays, gulfs and glacier.
	3. how to read the	UK, especially	describe each	the Sierra Nevada	in the	2. how much of the water on
	key of a relief	Birmingham and	process of the	mountains, Half Dome	world	the planet is usable by
	map.	the local area:	water cycle	and El Capitan as well as	the	humans and that water is
	4. what the arctic	Druids Heath,	using	how the landscape of	Caribbe	either salt or fresh water.
	and Antarctic	including area,	appropriate	Yosemite is constantly	an is	3. how the water cycle and its
	circles are.	life expectancy	vocabulary.	changing thanks to	located	various processes work,
	5. that the Prime	and population.	3. how rivers are	glaciers, erosion and	and	describing how the water
	Meridian is an	2. what a county is	formed by	other factors.	about	cycle works using specific
	important line	and how the	explaining the	2. about the water system at	the	vocabulary.
	of longitude.	counties of	processes of	Yosemite National Park:	location	4. the importance of the water
		England can be	p. 5555555 51	how water travels	and	cycle for our planet.
		Lingiana can be		HOW WALCE CAVES	unu	Sycie for our planet.

split into regions, identifying which county Druids Heath is located in.  3. the difference split into region and deposition.  split into region and deposition.  deposition.  4. about the creating rivers, lakes, streams and waterfalls.  streams and waterfalls.  3. how humans harness within and weekly basis water in the park, such as it.  through the park from the glaciers in the mountains, hip of creating rivers, lakes, streams and waterfalls.  streams and waterfalls.  3. how humans harness within and weekly basis water in the park, such as it.  the o'Shaugnessy Dam 2. about the ways households in the water and about water they use of the park such as it.	ne UK use t how much on a daily s, as well as eir taps
identifying which county Druids Heath is located in.  3. the difference mouth, and the county Druids identifying which county Druids in identifying which county Druids in identifying which county Druids journey of a streams and waterfalls.  3. how humans harness within and weekly basis water in the park, such as it.  4. about the creating rivers, lakes, streams and waterfalls.  3. how humans harness within how it gets to the condition of the O'Shaugnessy Dam it.	t how much on a daily s, as well as eir taps
county Druids Heath is located in. source to 3. the difference gray of a river from source to mouth, and gray of a streams and waterfalls. 3. how humans harness within and weekly basis water in the park, such as it. the O'Shaugnessy Dam 2. about through the water in the park, such as it.	on a daily s, as well as eir taps
Heath is located in. source to source to mouth, and the O'Shaugnessy Dam 2. about through the wat	s, as well as eir taps
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3. the difference mouth, and the O'Shaugnessy Dam 2. about through the wat	·
	er treatment
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between a town learn about the and Hetch Hetchy what process.	
and a city and features of Reservoir. the 6. about water-sca	rce
will locate some rivers, including 4. what biomes and physical countries, using	Kenya as an
of the UK's deltas, vegetation zones are, geogra example, compa	ring water
major cities on a tributaries and identifying the various phy of usage in Kenya a	ind the UK.
map, describing meanders. biomes of Yosemite and the 7. about the idea of	f a
where different 5. about some of how the climates differ. Caribbe sustainable futu	re and the
towns and cities the human uses 5. to compare Yosemite an and role water can p	lay in this,
are in relation to for rivers under National Park with some about especially about	
one another and the headings of different national parks in some of hydroelectricity	
especially in water, the UK, identifying where the water can be ha	
relation to transport, UK parks are located. diverse produce power.	
Birmingham and habitat, energy, landfor 8. about the bodie	
Druids Heath. farming and ms Birmingham and	
4. about the leisure. found area.	
difference 6. about some of in the 9. about the water	guality of
between a hill the causes of Caribbe the River Thame	
and a mountain river pollution an.	
and how and the effects 3. what	
mountains are this has on the type of	
formed. environment.	
5. about some of 7. about some of the	
the hills and the most Caribbe	
UK and identify in the world, as and	
their features well as thinking why,	
and key facts. about river compar	
6. which hills are in pollution closer ing and	
the locality of to home and contras	
Druids Heath. ways in which ting the	
river pollution average	

7. about the	can be	temper	
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describe their		past of	
features.		the	
8. about the		islands	
journey of a river		as well	
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mouth, and		these	
some of the		new	
features of		Europe	
rivers, such as		an	
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major rivers in		d	
Britain, exploring		people	
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located, which		on	
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directions to two territories them. these are in China.		into time zones	•	countries and		
			directions to	two territories	them.	these are in China.

- using the lines of longitude.
- 4. how time zones | 2. that Africa can affect what time it is in different parts of the world.
- 5. what a climate zone is.
- 6. how to read the 3. that Nigeria is a key of a climate zone map.
- 7. what a biome
- 8. how to read the key of a biome map.

- locate each country.
- be split into five different regions and identify which region various African countries are in.
- country in western Africa and about the human and physical features of Nigeria.
- 4. to locate the seven countries of northern Africa on a map and about some general features of this area.
- 5. about both human and physical features of Morocco.
- 6. about the nine countries of central Africa and features common to this region, including the equatorial climate.
- 7. about the Central African Republic,

- that comprise South America and locate them on a map.
- 2. how climate zone maps show climate zones around the world.
- 3. about the various climate zones in South America, such as temperate, arid and subtropical, describing the features of these climates.
- 4. that the Andes of South America is the largest mountain range in the world, locating the Andes on a map.
- 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.

- 3. to read and give sixfigure grid references using a map of Brazil.
- 4. the definition of physical geography.
- 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.
- 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.
- 7. what is meant by the term 'urbanisation', and about reasons for why this is happening in Brazil.
- 8. about push and pull factors for moving from a rural area to an urban area.
- 9. about factors involved in trying to decide

- 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.
- 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.
- 7. about the causes, effects and possible solutions for desertification.
- 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.
- 9. about the effect that China's economic growth has had on air pollution in the country.
- 10. what the terms 'tourist' and 'tourism' mean.
- 11. about the country's most popular tourist attraction - the Great Wall of China.
- 12. about the culture of China.

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	including how	6. about the	whether or not to move	
	and why a	human	from a village to a city.	
	country rich in	geography of	10. about one of the effects	
	resources can be	various	of urbanisation on the	
	so poor.	countries in	city of Rio de Janeiro:	
8.	about the	South America,	overcrowding, especially	
	eighteen	comparing and	on two very different	
	countries of	contrasting	neighbourhoods: a	
	eastern Africa	countries.	wealthy area and a	
	and about the	7. to generate	deprived area and will	
	human and	questions they	compare and contrast	
	physical features	could ask about	these areas.	
	of Tanzania.	the human	11. about Brazil as a tourist	
9.	what can and	geography of	destination, and will be	
	can't be learnt	South America.	encouraged to discuss	
	about a place	8. about the	what would attract	
	from photos,	concept of	tourists to a particular	
	before finding	world trade and	place by considering the	
	out more about	some of the	attractions of Rio de	
	the human and	products we	Janeiro.	
	physical features	use that may	12. about the definition of	
	of Tanzania.	come from	culture and what the	
10	).about the five	South America,	culture of Brazil might	
	countries of	identifying	be like.	
	southern Africa	some of the		
	and about the	biggest exports		
	physical features	of South		
	of South Africa,	America and		
	including the	some of their		
	nine different	strongest		
	biomes and	industries.		
	South Africa's	9. the names of		
	biodiversity	the countries		
	South Africa, as	and territories		
	well as a brief	of South		
	overview of	America and		
	apartheid.	then choose		
	•	one country as		

11.consolidate their	a focus of
learning about	study, using
Africa firstly by	what they
answering some	already know
'true or false'	and carrying
statements,	out their own
giving reasons	research to
for their	collate and
answers. They	present
will recap the	information
countries they	about a South
have learnt	American
about before	country.
having the	10.how to
opportunity to	compare
research another	human and
African country	physical
independently.	features of a
, , ,	region of South
	America with
	the UK by
	researching
	different facts
	about the two
	regions and
	using this
	research to
	draw out and
	explain
	similarities and
	differences.