

Finlay Community School

Geography

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Geography Intent

At Finlay, we teach the National Curriculum. As stated in the National Curriculum framework, high-quality geography teaching should inspire in pupils a curiosity and fascination about the world and the people that live within it. It is essential that these qualities remain with them for their lives. Pupils should be equipped with the knowledge of diverse places, people, natural and human environments and should be coupled with a deep understanding of Earth's human and physical processes. Pupils should gain an understanding of the interaction between these key processes and apply this understanding to the formation of landscapes and environments. Geographical knowledge, understanding and skills should provide the framework to explain how the Earth's features are shaped, linked and change over time. Pupils social awareness (a part of Finlay's SMILE values), will be at the forefront of our geography teaching as we will ensure that topical issues that affect the world we live in are taught. Teaching will allow pupils to use maps and undergo fieldwork in order to aid pupils to ask and answer geographical questions, draw conclusions from data and present information.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we nearly there yet? Places and Locational Knowledge*
5. *Moving on up! Transition to Year 1*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greece and the Olympics*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 5

1. *Chocolate: Mayans and Aztec Civilization*
2. *The Rainforest: North and South America, Deforestation*
3. *Invaders and Settlers: Anglo Saxons and Vikings*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

Year 2

1. *Heroes in History: Florence Nightingale and Mary Seacole*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school <i>'I wonder...'</i>	Who is who? Who lives at your house? How do you feel? What happens in autumn?	Who lives, far, far away? What happens in Winter? Christmas	What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the the woods?	Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road?	What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari?	How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?
			Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Begin to understand the need to respect and care for the natural environment and all living things.	
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>Once Upon a Time</i>		<i>Are we nearly there yet?</i>	<i>Moving on up!</i>
Geographical content	Draw information from a simple map - how do I get to school?	Understand that some places are special to members of their community. Recognise some similarities and differences			Draw information from a simple map.	

between life in this country and life in other countries.
 Recognise some environments that are different to the one in which they live.
 Understand the effect of changing seasons on the natural world around them.

Year 1	Finlay Toy Factory	Where oh Where is Finlay Bear	The Great Space Race		
Geographical content		Geography Local area, our school, the UK	Geography Hot and cold places Arctic V Australia		
Year 2	Heroes in History Florence Nightingale and Mary Seacole	Around the World in 60 Days Passport theme	The Great Fire of London & The Tudors		
Geographical content		Geography - post card theme Focus on the 7 continents and the five oceans Split into blocks on each continent Europe	Make simple maps and plans with increasing detail and a basic key Describe some places which are in the local area: factory, detached house, semi-detached house, terrace house.		

				Describe some physical features of their own locality.	
Year 3	Rock and Roll! Stone Age and Iron Age	Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Geographical content		Volcanoes How they happen, features, where they are found, Ring of Fire, Tropics	Earthquakes How they happen, features, where they are found, Ring of Fire, Tropics		Geographical features: human and physical geography of Egypt now
Year 4	Rotten Romans Glorious Glorium	Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Geographical Content		Locating Rivers in the UK Famous Rivers around the world Tracking Rivers	Geography How do rivers work? From source to mouth Plastic pollution Coastal erosion		
Year 5	Chocolate! Ancient Maya	Deforestation The Rainforest - North and South America		Invaders and Settlers - Saxons, Vikings and Mayans	
Geographical Content		Geography: Americas Focus Build on knowledge of the tropics of Cancer and Capricorn, Locating places in North and South America, Features of N and S America, Deforestation.		Begin to describe and understand key aspects of human geography, including: settlements, land use, economic activity, food, minerals, and water supplies in relation to mountain environments. Describe and understand key aspects of physical geography, including: mountains (features, locations of famous mountains, mountainous environment) Explain how/ why people live in mountainous areas. What are the dangers to humans? How do temperatures vary in the mountain environment? Explain what a mountain is and what the main features of a mountain are (eg summit, slope, valley, foot etc)	

			<p>Locate mountains on a map (Everest Fuji Kilamanjaro Mount Blanc K2 Mount Olympus)</p>
Year 6	We'll Meet Again! World War 2	Ice Explorer Arctic and Antarctica	Let Me Entertain You! History of Entertainment
Geographical Content		<p>Geography</p> <p>Know about the Arctic and Antarctic, discussing land, sea and climate</p> <p>Longitude and Latitude,</p> <p>Greenwich Mean Time</p> <ul style="list-style-type: none"> Describe the impact of human activity has caused environments to change: Melting ice caps/Global warming 	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Geographical inquiry- Investigation and fieldwork

	Birth to three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask and answer Questions				Begin to ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Confidently ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Begin to ask and answer more focussed geographical questions about the physical and human characteristics of a location (such as: describe the landscape, why is it like this, how is it changing? What do you think about...?)	Confidently ask and answer geographical questions using geographical language about the physical and human characteristics of a location (such as: describe the landscape, why is it like this, how is it changing? What do you think about...?)	Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations.	Confidently collect and analyse statistics and other information in order to draw clear conclusions about locations, which can be communicated using geographical vocabulary
						Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	Recognise that different people hold different views about an issue and understand some of the reasons why.	Recognise that different people hold different views about an issue and understand	Recognise that different people hold different views about an issue and understand the different reasons why. Use these views to develop

								some of the reasons why. Use these views to begin to develop their own ideas on issues.	their own ideas on issues, which can be justified.
<i>Drawing conclusions</i>			Looks closely at similarities, differences, patterns and change			Begin to analyse evidence and draw basic conclusions (e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperature)	Confidently analyse evidence and draw basic conclusions (e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperature)	Confidently analyse evidence and draw more detailed conclusions that can be supported with evidence	Confidently analyse a range of evidence and draw more detailed conclusions that can be fully supported with evidence
<i>Using maps</i>				I can use simple maps of the local area or to move around school.	Use an infant atlas with some support to identify the four countries of the United Kingdom, their capital cities and major surrounding seas.	Begin to use maps, atlases, globes and digital/computer mapping to locate countries	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Use atlases/OS maps to find out about other features of places. Use and recognise OS symbols	. Use maps and charts to support decision making about the location of places (e.g. a new bypass)
<i>Using maps</i>					Use world maps, atlases and globes with some support to identify the seven			Use and compare maps with aerial photographs to locate places and	

					continents and five oceans.			describe their features using geographical vocabulary.	
Making and drawing maps				I can make simple maps and plans (for example: the route from a story book/imaginary place/drawing my route to school/drawing a route around school)			Draw accurate maps with more complex keys.	Draw a variety of thematic maps based on their own data.	Draw a variety of maps, thematic maps and plans of increasing complexity.
Fieldwork: Observations				Use simple observational skills to study the geographical features of the school and its grounds.	Use observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	Use observational and fieldwork skills to study and record the human and physical features in the local area.	Use observational and fieldwork skills to study and record the human and physical features in the local area.	Experiment with using different types of fieldwork sampling (quadrant, along a line, around a point) to observe, measure and record the human and physical features in the local area.	Choose and use different types of fieldwork sampling (quadrant, along a line, around a point) to observe, measure and record the human and physical features in the local area.
Fieldwork: Using equipment					Begin using cameras to collect and record data	Begin using simple fieldwork equipment e.g. cameras and	Continue using simple fieldwork equipment e.g. cameras and	Begin to use more advanced fieldwork equipment	Choose and use more advanced fieldwork equipment such as data loggers

						rain gauges to collect simple data.	rain gauges to collect simple data.	such as data loggers to record data which can be later analysed.	to record data which can be later analysed.
Fieldwork: Recording Observations				Begin to make simple fieldwork sketches	Make simple fieldwork sketches	Make more detailed fieldwork sketches using four figure grid references and diagrams.	Make detailed sketch maps using six figure grid references and diagrams.	Create detailed sketch maps, plans and graphs of the local areas using six figure grid references and eight point compass directions.	Create detailed sketch maps, plans and graphs (scatter graph/line graphs/pie charts) using technology where appropriate of the local areas using six figure grid references, eight point compass directions, symbols and a key.
Fieldwork: surveys, questionnaires and data						Begin to use simple surveys, questionnaires and simple data collection tables to find out more about topical issues and places.	Confidently use simple surveys, questionnaires and simple data collection tables to find out more about topical issues and places.		
Presenting information				Gather and record data using pictures, basic block graphs or tally charts to help in answering questions as a class.	Gather and record observations using tables, drawings, block graphs and some written data to help in answering questions, including	Gather and record findings using simple geographical language, drawing, labelled diagrams, charts and tables with increasing independence.	Gather and record findings using geographical language, drawings, labelled diagrams, charts and tables independently,	Gather and record data and results of increasing complexity using detailed diagrams and labels, keys, tables, scatter	Select the most appropriate method of gathering and recording data and results of increasing complexity: detailed diagrams and labels, complex keys, tables, scatter

					from secondary sources of information as a group.		ensuring they are accurate.	graphs, bar and line graphs.	graphs, bar and line graphs.
<i>Recognising, following and using compass directions.</i>		Can use basic positional language: next to, in front of, behind	Can describe their relative position such as 'behind' or 'next to'.	Recognise the 4 points of a compass: North, East, South and West.	Recognise, follow and use the 4 points of a compass: North, East, South and West.	Begin to recognise the eight points of a compass: North, North East, East, South East, South, South West, West, North West	Recognise and use the eight points of a compass: North, North East, East, South East, South, South West, West, West, North West	Continue to use the eight points of a compass to explain the position.	Confidently use the eight points of a compass when explaining the position of key geographical locations/features.

Progression of Knowledge, Skills and Understanding in the National Curriculum

Human, physical and locational geography

	<i>Birth to three</i>	<i>3 to 4 year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Describe their own locality</i>	Notices detailed features of objects in their environment.	Comments and asks questions about aspects of their familiar world such as the place where they live or the	Talk about the features of their own immediate environment Know how their environments may vary	Link their homes with other places in their local community and describe their locality using words and pictures.	Describe some physical features of their own locality.				

		natural world.	from one another						
				Know about some present changes that are happening in the local environment e.g. at school and suggest ideas for improving environments.	Describe some places which are in the local area: factory, detached house, semi-detached house, terrace house.				
Describe Localities			Knows about similarities and differences in relation to places.	Explain the main features of a hot and cold place (Antarctica and Australia)	Describe a place within Europe using geographical vocabulary.	Describe physical features in a locality	Describe and represent different physical features of an area of the UK on a map (rivers, coasts)	Explain how a location (America) fits into its wider geographical location with reference to its geographical features.	Compare and contrast the physical features of different place (Antarctica And UK) identifying how they are similar and how they are different.
Physical features of localities	Enjoys playing with small-world models such as a farm, a garage or a train track.			Explain the main physical features of a hot and cold place.	Begin to describe the key features of a place using geographical vocabulary such as: beach, coast, forest, hill, mountain, ocean, sea, season, weather and valley.	Confidently describe the key features of a place using geographical vocabulary such as: beach, coast, forest, hill, mountain, ocean, sea, season, weather and valley.	Understand the effect of landscape features on the development of a locality: e.g. explain why many cities of the world are situated by rivers.	Compare and contrast similarities and differences between UK and America	Describe and understand key aspects of physical geography: biomes, vegetation belts,

							Know about the physical features of coasts and begin to understand erosion and deposition.		
United Kingdom				Name, locate and identify characteristics of the four countries of the United Kingdom	.		Name and locate cities of the UK including Gloucester Name and locate capitals (Rivers focus)	Identify the difference between the British Isles (Great Britain, Ireland and all the surrounding islands), Great Britain (the largest British Isle consisting of England, Scotland and Wales) and the United Kingdom (England, Scotland, Wales and Ireland)	Describe the impact of human activity that has caused changes to occur within the UK
							Name and locate the islands surrounding the UK		
Volcanoes						Locate and name four of the most famous volcanoes Mount St Helens, Nevado del			

						Ruiz, Mount Versuivius, Krakatoa)			
						Describe how volcanoes are made		.	
Mountains								Explain how/ why people live in mountainous areas. What are the dangers to humans? How do temperatures vary in the mountain environment?	
								Explain what a mountain is and what the main features of a mountain are (eg summit, slope, valley, foot etc)	
								Locate mountains on a map (Everest Fuji Kilimanjaro Mount Blanc K2 Mount Olympus	
Earthquakes						Describe how earthquakes are created			
						Know that the Earth is			

						made up of large pieces of rock called Tectonic plates			
Rivers/ Oceans					Locate and name the five oceans (Pacific, Atlantic, Indian, Southern, Arctic)		Explain why rivers are important to settlements		
							Know why people choose or chose to live near rivers (transportation, fertile land, water supply)		
							RIVER FOCUS• Name the four capitals of the countries of the United Kingdom		
							Track major rivers of the UK (Severn Trent Thames Rother Ouse)		
							Explain how rivers work and the different parts of a river (source, estuary tributary etc)		
							Explain how the water cycle works		
America								AMERICAS FOCUS Build	

								on knowledge of the tropics of Cancer and Capricorn	
								Describe features of North and South America	
Europe					Locate and name France, Spain and Italy on a map				
					Show an awareness of weather in Europe- rainfall, temp				
					Locate and name the scandinavian countries (Denmark, Norway, Sweden, Finland, Iceland)				
Arctic									Know about the Arctic and Antarctic, discussing land, sea and climate
The world					Name the 7 Continents and 5 oceans				
Other							Discuss how coastal erosion happens and		Name and identify

							the impact it has on the environment.		latitude and longitude
Global demarcation				Understand geographical similarities and differences through studying the human and physical geography of the local area.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting European country.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere		Begin to identify and describe the geographical significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and time zones.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.
Diversity						Begin to describe some of the characteristics of these geographical areas.		Begin to describe geographical diversity across the world.	Describe geographical diversity across the world.
Connections								Begin to describe how countries and geographical regions are interconnected and interdependent.	Describe how countries and geographical regions are interconnected and interdependent.
Weather patterns			Look at patterns in the weather. E.g. It is sunny today.	Explain how the weather changes with each season.	Identify seasonal and daily weather patterns in the United	Explain about weather conditions and patterns around the	Explore weather patterns around parts of the world.	Understand about weather patterns around the world and	Describe, explain and compare weather patterns around the

					Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North Pole.	UK and parts of Europe.		relate these to climate zones.	world, looking at patterns within climate zones
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Communicating Geographically

	<i>Birth to three</i>	<i>3 to 4 year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
				Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, ocean, river.	Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	Describe key aspects of physical geography, including: volcanoes and earthquakes.	Describe key aspects of physical geography, including: rivers..eg parts/features of a river (upper course, source etc) and the key features of coasts/coastal erosion	Describe and understand key aspects of physical geography, including: mountains (features, locations of famous mountains, mountainous environment)	Describe and understand key aspects of physical geography, including: the similarities and differences of places - Arctic and Antarctica UK and

							<i>vocabulary and the water cycle</i>		<i>urban and rural areas.</i>
				<i>Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</i>	<i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</i>	<i>Describe key aspects of human geography, including: the impact that volcanoes have on peoples lives and the devastation that it can cause.</i>	<i>Describe key aspects of human geography, including: settlements and land use around rivers</i>	<i>Begin to describe and understand key aspects of human geography, including: settlements, land use, economic activity, food, minerals, and water supplies in relation to mountain environments.</i>	<i>• Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</i>

Knowledge Organisers

Knowledge organisers should be shared with the children at the beginning of each block of work.

In history, as this is the basis of each theme, the children will have one knowledge organiser per big term.

The children should take a copy of this home.

The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.

Knowledge Organisers should show:

- Key dates
- Vocabulary
- Sticky knowledge and Rapid Recall facts
- How learning may link to previous learning



Finlay Community School - Reception - Geography knowledge organiser



Overview

Geography

-In Geography, we learn about the Earth and its people.

-We look at the different natural things that are found on Earth, for example rivers and mountains.

-We also look at how people live in different parts of the world.

In EVFS, we learn about the world and the people around us, (our 'familiar world')

Almost all of the early Geography learning can be found in 'Understanding the World', one of the 7 learning areas.



Understanding the World

Our World

-Our world is a planet called Earth. It is one of a number of planets that go around the Sun.

-On Earth, there are many different countries. In each country, there are cities, towns and villages.

-Which country do you live in? Which town/city?



Natural and Man-Made

-Humans share the planet with lots of other things, including plants and animals, mountains, rivers, and oceans. None of these things are made by people. They are a part of nature - they are natural.

-There are also things that people have made in the world (man-made). Examples include buildings, cars, benches, tables, televisions, and toys!

Changes over Time

-Humans go through life stages: baby, toddler, child, teenager, adult and old people.

-Other things change over time too. For example, they can grow, shrink, decay and die.



Key Vocabulary

- The World
- Earth
- People/ Humans
- Animals
- Plants
- Nature
- Man-made
- Environment
- Community
- Tradition

Understanding the World

	<p>Living Things - Animals Sub-Area: The World</p>	<p>-Animals are living things.</p> <p>-Animals get their food by eating plants or other animals. Animals can be big like elephants, or small like mice. We humans are animals!</p> <p><u>Some animals you may see around you</u></p> <p>Cats Dogs Rabbits Lizards Bees Flies Cows Horses Sheep Pigs Goats Chickens Pigeons Worms Beetles Badgers</p>
	<p>Living Things - Plants Sub-Area: The World</p>	<p>-Plants are also living things.</p> <p>-Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds.</p> <p><u>Some plants that you may see around you:</u></p> <p>-Grass -Weeds -Trees -Bushes -Flowers -Stinging Nettles -Dandelions -Daisies</p>
	<p>The Seasons - Sub-Area: The World</p>	<p>-The weather changes at different times in the year.</p> <p>-The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer.</p> <p>-We can see different plants and animals in the different seasons.</p>

Extended Learning

	<p>Communities & Traditions Sub-Area: People and Communities</p>	<p>-A <u>community</u> is a group of people who live in a particular place or have something in common.</p> <p>-E.g. all of the teachers, parents and children at your school make up your <u>school community</u>.</p> <p>-Your town or village is your <u>local community</u>.</p> <p>-A <u>tradition</u> is something that people in a group or community do, that has been passed down over time.</p> <p>-E.g. eating certain foods, wearing certain clothes.</p>
	<p>Environments Sub-Area: The World</p>	<p>-<u>Environments</u> are our surroundings.</p> <p>-Different people, plants and animals like to live in different environments.</p> <p>-Some examples of <u>natural environments</u> are: garden, forest, beach, desert, rainforest, polar or mountain.</p>

Local Environments



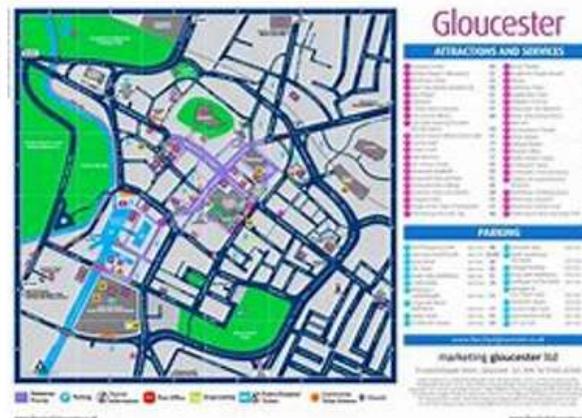
Where oh where is Finlay Bear?



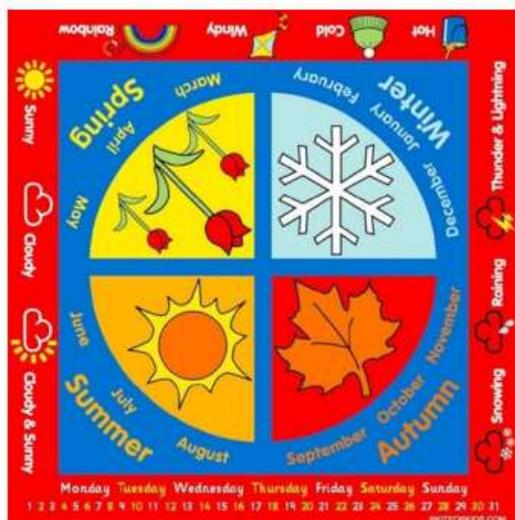
Country	Capital city
England	London
Wales	Cardiff
Scotland	Edinburgh
Northern Ireland	Belfast

Key questions
Where do we live?
What is the United Kingdom?
What are the capital cities of the UK?
What is our local area like?
Where is Australia and what is it like?
Where is Antarctica and what is it like?
What shall I change about my local area?

4 compass points
N-North
E-East
S-South
W-West

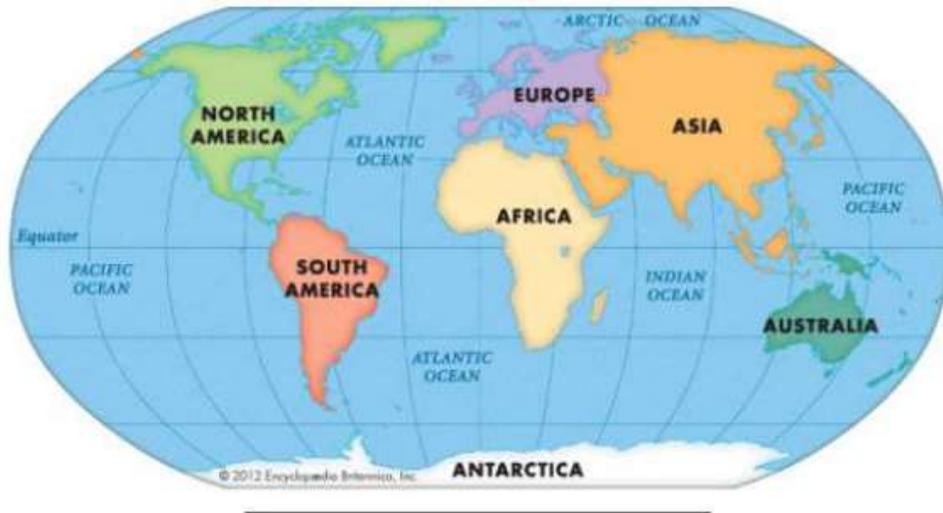


Map
A map is a view from above a place
They sometimes have a key
Symbols show different things that are in that area



	Type of country	Key words	Animals
Australia	Hot Country	<p>Canberra- Australia's capital city</p> <p>Climate- Weather conditions over a period of time</p> <p>Great Barrier Reef- Worlds largest coral reef</p> <p>Outback- The bush/ desert. One of the most empty places on earth</p> <p>Sydney- Australia's most well-known city</p> <p>Uluru- Sacred mountain found in the middle of Australia</p>	<p>Quokka</p> <p>Kangaroo</p> <p>Wallaby</p> <p>Tasmania Devil</p> <p>Koala</p> <p>Dingo</p>
Antarctica	Cold Country	<p>Climate- Weather conditions over a period of time</p> <p>Fauna- The type of wildlife</p> <p>Flora- The type of vegetation</p> <p>*Driest Continent</p> <p>*Windiest place on earth</p> <p>*Coldest place</p>	<p>Penguins- Gentoo, Chinstrap, King, Emperor</p> <p>Whales- Killer, Blue, Sperm</p> <p>Dolphin</p> <p>Seal- Elephant, Crabeater</p> <p>Colossal squid</p>

Around the world in 60 days



The World

There are 7 continents in the world:
They are:

- Africa
- Antarctica
- Asia
- Oceania
- Europe
- North America
- South America

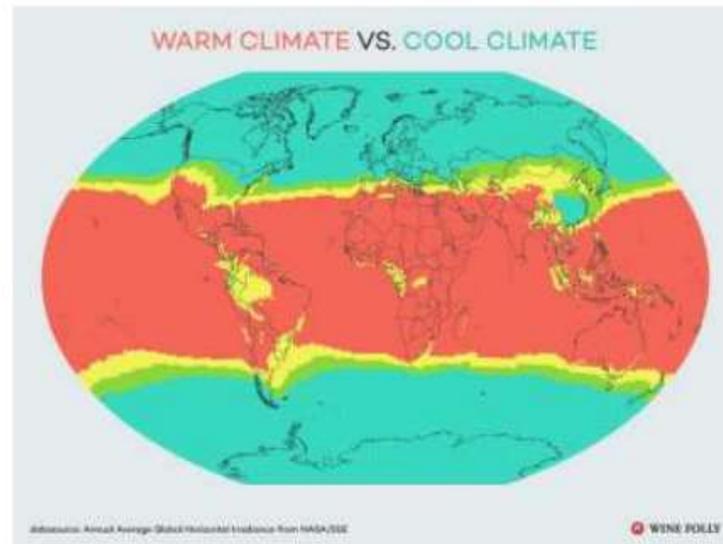
There are 5 oceans

- Arctic Ocean
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Southern Ocean

4 compass points
N: North
E: East
S: South
W: West



Atlas	A book of maps or charts
Climate	The weather conditions that occur in an area or over a long period
Continents	Any of the large land masses in the world
Equator	An imaginary circle around the world
Globe	A map of the Earth on a sphere
Pole	The North and South poles are either end of the imaginary line of rotation of the Earth



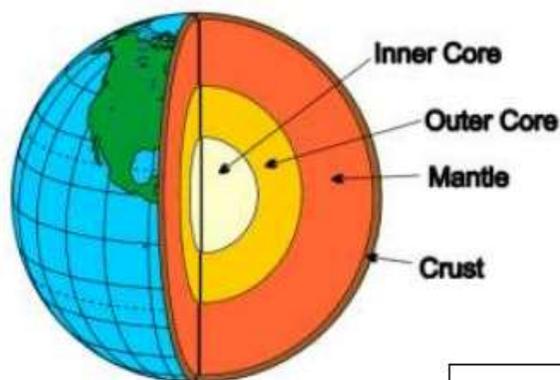
Humans	
Human features	Man-made such as towers, buildings and houses
Physical features	Naturally occurring such as mountains and rivers

Key countries in Europe
Denmark
Finland
France
Iceland
Italy
Norway
Spain
Sweden



Continents	
Africa	It is the second largest continent. The northern part is covered by the Earth's largest desert- The Sahara. To the east is the world's largest river, the Nile. Africa has 54 countries, more than any other continent. Africa has large animal reserves like the Serengeti, Masai Mara and Kruger. Key physical features such as the pyramids of Giza and Victoria falls.
Antarctica	It is the continent of the South Pole and is almost entirely in ice. No one lives there all of the time.
Asia	Asia is the largest continent. It is home to two thirds of the world's people living in 48 countries. China and India have around 1 billion people each. The world's highest mountains are in Asia. The Dead sea is the world's lowest point on land. Asia is home to animals such as Asian elephants tigers and giant pandas.
Australasia and Oceania	It is the smallest continent and includes Australia, New Zealand, New Guinea and some other small islands. It has some animals that are nowhere else on Earth such as the kangaroo and the koala.
Europe	It is the second smallest continent. There are 44 countries which have distinct ethnic groups and languages. The climate ranges from very cold winters in some countries to warm areas in the south. The Ural mountains divide Europe and Asia.
North America	It is made up of United States of America, Canada and Mexico. There are natural wonders such as the Grand Canyon and Yellowstone park. Greenland is the world's biggest island. The human made Panama canal divides North and South America.
South America	It stretches above the equator down to the Antarctic. The Amazon river runs through it. The continent has rainforests, deserts and mountain ranges. The potato originates from South America as well as chocolate, pineapple and peanuts.

Deadly Disasters



Vocabulary	
Equator	An imaginary circle around the world
Northern Hemisphere	Top half of the Earth that is above (North of) the equator
Southern Hemisphere	Bottom half of the Earth that is below (South of) the equator

Earthquakes

As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an earthquake. If the earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.

Earthquake Facts

Geologists rate earthquakes in magnitude, which is the amount of energy released during the quake

Alaska in America averages 24,000 Earthquakes a year!

Most earthquakes happen where two plates meet

The deadliest known earthquake happened in China in 1556. It killed about 830,000 people.

Earth's Structure

The Earth is made up of different layers:

the core at the centre, which is mainly metal

the mantle, which is mainly rock

the crust, which is the part we can see

The crust (together with the upper layer of the mantle) is made up of different pieces, called **tectonic plates**. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds.

Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a **plate boundary or a fault line**.



Volcanoes - How is one made

Magma rises through cracks or weaknesses in the Earth's crust.

Pressure builds up inside the Earth.

When this pressure is released, eg as a result of plate movement, magma explodes to the surface causing a volcanic eruption.

The lava from the eruption cools to form new crust

Over time, after several eruptions, the rock builds up and a volcano forms.

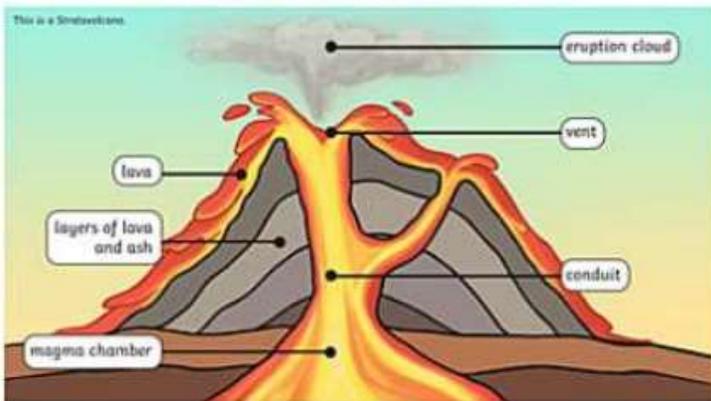


Famous Volcanoes	Where it can be found
Krakatoa	Indonesia
Mount St Helens	Washington, USA
Mount Vesuvius	Campania, Italy
Nevado del Ruiz	Columbia, South America

Ring of Fire

It is a region around much of the rim of the Pacific Ocean where many volcanic eruptions and earthquakes occur.

A Cross-Section of a Volcano



Volcano facts

A volcano has three categories to fall under: Extinct (was a volcano but will never erupt again or is not expected), Dormant (has not erupted in thousands of years but is likely to erupt again), Active (has the potential to erupt at any stage or has erupted since the last ice age).

There are about 1,900 active volcanoes on the earth.

There are three different types of volcanoes - Strato (Composite), Shield (these are the largest volcanoes) and Dome.

Pompeii was an ancient city that was completely buried in ash and lava.

Journey to the River Sea! Come sail with me!

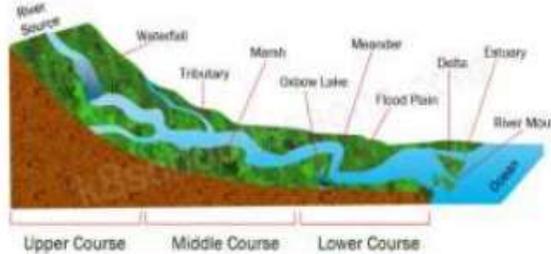
How rivers work

Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity.

They then flow across the land - **meandering** - or going around objects such as hills or large rocks. They flow until they reach another body of water.

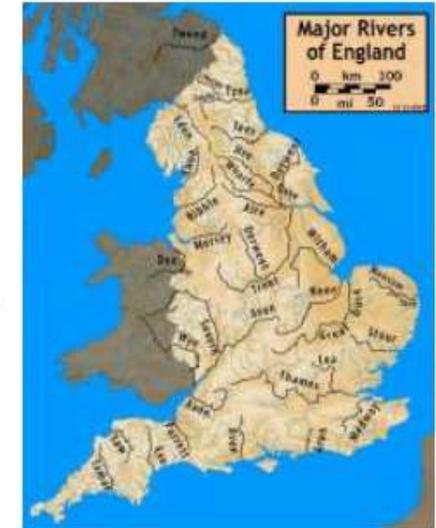
As rivers flow, they **erode** - or wear away - the land. Over a long period of time rivers create **valleys**, or **gorges** and **canyons** if the river is strong enough to erode rock. They take the **sediment** - bits of soil and rock - and carry it along with them.

Small rivers are usually known as **streams**, **brooks** or **creeks**. If they flow from underground they are called **springs**.

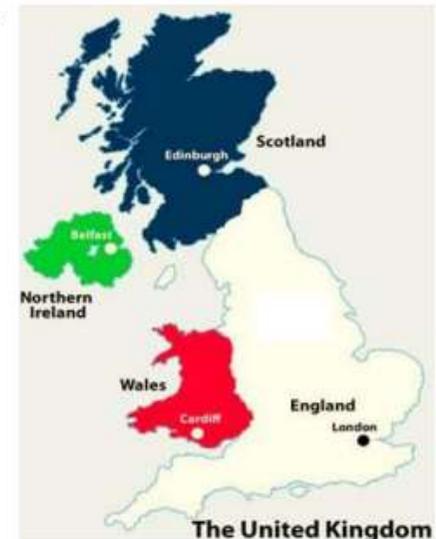


Major Rivers of UK

River Ouse
River Rother
River Severn
River Thames
River Trent



Major Rives of the world	Country of origin
Amazon River	Peru, South America
Danube River	Germany, Europe
Ganges River	India, Asia
River Nile	Border of Kenya, Uganda and Tanzania, Africa
River Rhine	Switzerland, Europe



Why do people want to live near rivers?

Rivers provide them with fresh water to drink and bathe in

People can also use rivers for transportation.

Rivers provide food for people such as fish that they can catch and eat.

Living near rivers helps farmers to be able to grow crops as the soil is rich in nutrients.



Coastal Erosion

Over time, waves erode a notch at the base of a cliff in a process called **undercutting**

When this notch becomes too heavy it will break off and crash into the sea.

Different parts of the rock face are eroded at high and low tide. If high winds meet a high tide, the erosion will be greater

Different coastal features such as caves, arches and stacks are all formed by erosion.

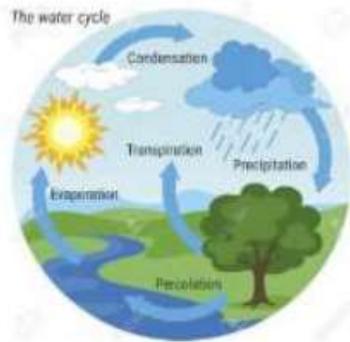


Plastic pollution facts

Experts think that by 2050, the amount of plastic in the ocean will weigh more than the amount of fish in the ocean.

It takes 500-1,000 years for plastic to breakdown or degrade.

Not all plastics are recyclable. This is because there are different types of plastic and some of them are worth more money, so they are the ones that end up being recycled.



The Water Cycle

The water cycle is the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration.

Compass Points



Water Cycle Definitions

Collection	Wherever the water lands, this is called 'collection'. Rain and snow may return to the Earth in rivers or lakes, on the ground or on houses and roads, where it soaks down towards the rivers. Eventually most water flows into the seas and the water cycle starts again.
Condensation	The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come together) and form microscopic droplets of water.
Evaporation	When the heat from the sun warms the water, the liquid turns into vapour (gas) and rises because it is lighter
Precipitation	As soon as the water droplets reach a certain size their weight is too great to stay in the air and they fall to the ground which is called precipitation. If the air is very cold, the water falls as ice or sleet.

North and South America



Famous Landmarks	
Natural Landmarks	<ul style="list-style-type: none"> - Grand Canyon, USA - Niagara Falls, USA/ Canada - Redwood National Park, USA - Mauna Kea, Hawaii
Human Landmarks	<ul style="list-style-type: none"> Statue of Liberty, USA - Golden Gate Bridge, USA - Chichen Itza, Mexico - Empire State Building, USA

Key vocabulary	
Biome	Biomes are areas of our planet with similar climates , landscapes , animals and plants . What lives in each biome depends on: how warm or cold it is, how dry or wet it is, how fertile the soil is
Equator	An imaginary circle around the world
Northern Hemisphere	Top half of the Earth that is above (North of) the equator
Southern Hemisphere	Bottom half of the Earth that is below (South of) the equator
Tropic of Cancer	The Tropic of Cancer, which is also referred to as the Northern Tropic, is the most northerly circle of latitude on Earth at which the Sun can be directly overhead. This occurs on the June solstice, when the Northern Hemisphere is tilted toward the Sun to its maximum extent.
Tropic of Capricorn	The Tropic of Capricorn is the circle of latitude that contains the subsolar point at the December solstice. It is thus the southernmost latitude where the Sun can be seen directly overhead. It also reaches 90 degrees below the horizon at solar midnight on the June Solstice

South America
South America is the fourth largest continent.
There are 12 countries in South America, including Brazil, Peru, Argentina and Venezuela.
Brazil is the largest country in South America, covering more than half the continent's land mass.
The Amazon River is the second longest river in the world (4000 miles).
Spanish is the most widely spoken language in South America.



North America

There are 23 countries in North America, including USA, Canada, Mexico, Cuba and Costa Rica.

The United States of America (USA) is divided into 50 states.

Canada is divided into 10 provinces.

Missouri River is the longest river in North America, at

2341 miles long.

North America is 38 times larger than the UK

The Yosemite Falls are North America's highest waterfalls

The Rockies are among the longest mountain ranges in the world

Mountain ranges in North America

Alaska Range- Alaska

Appalachian Mountains- US

Cascade range- British Columbia Canada

Olympic Mountains- Washington US

Rocky Mountains- Canada/ US

Sierra Madre- Mexico

Sierra Nevada- US

California and Nevada

Tourist Attractions

Tourist attractions:

- Macchu Picchu, Peru

- Iguazu Falls, Brazil and Argentina

- Angel Falls, Venezuela

- Rio de Janeiro and its carnival, Brazil



Tourist attractions

Tourist attractions:

- Macchu Picchu, Peru

- Iguazu Falls, Brazil and Argentina

- Angel Falls, Venezuela

- Rio de Janeiro and its carnival, Brazil

Mountain ranges in South America

Andes- Extends through Bolivia, Colombia, Ecuador, Peru, Argentina, Chile, and Venezuela.

Cordillera Blanca- Peru

Cordillera Occidental- Bolivia and Chile

Mantiqueira Mountains- Southeast Brazil

Serra Do Mar- Brazil

Sierra Nevada de Santa Marta- Colombia

Wilhelmina Mountains- Suriname

How mountains are made

Dome mountains- Dome mountains are smooth and round-looking. They are formed when magma is forced up between the crust and the mantle.

The magma makes the land bubble up like a balloon.

Fault- Block mountains- When cracks in the Earth's surface open up, large chunks of rock can be pushed up while others are pushed down. This creates mountains with a long slope on one side, and a sharp drop on the other.

Fold mountains- Fold mountains occur when tectonic plates collide. The edges of the plates crumple as they are pushed together. The rock of the Earth's surface is pushed up to create mountains.

Plateau Mountains- They haven't formed because of rock or magma being pushed up. They form because of materials being taken away through erosion, which has left deep valleys or gorges next to high cliffs.

Volcanic mountains- Volcanic mountains are formed around volcanoes. Volcanic mountains are made of layers of ash and cooled lava.

Mountain Climates

The temperature on mountains becomes colder the higher the altitude gets.

Mountains tend to have much wetter climates than the surrounding flat land

Mountain weather conditions can change dramatically from one hour to the next.

The climate on a mountain varies depending on what altitude (how high) you are up a mountain. At the foothills there may be a tropical climate, whilst the peaks may be covered in ice.

Amazon Rainforest Facts

The Amazon Rainforest is the largest tropical rainforest in the world.

It is located in South America but spreads over nine countries- Brazil, Peru, Bolivia, Columbia, Venezuela, Guyana, French Guiana, Suriname, and Ecuador

20% of the total oxygen present in the atmosphere of planet Earth is provided by Amazon rainforests. T

The Amazon rainforest is called the world's largest carbon dioxide sink. It absorbs carbon dioxide and as a result, helps in controlling the carbon levels globally

The Amazon River is the river that runs through the thick forest cover and fulfills the water needs of its inmates. This is the second largest river in the world, standing next to the Nile River.

There are over 400 tribes residing in several parts of the jungle. Each tribe has its separate language and culture. Hunting and fishing are their major occupations. Fruits and vegetables are cultivated on small scales. There are some tribes which have absolutely no contact with the outside world!

Out of all the food that the developed world eats today, 80% had its origin in the jungles of Amazon!

The Amazon rainforest is a rich storehouse of medicines too. This jungle is home to almost seventy percent of the plants which have cancer-fighting properties. Trees and plants such as wasai, lapacho, and cordoncillo are rich in medicinal values

Due to the thick cover of the tree tops, it is difficult for even the sunlight to peep in. Only less than 1% of the sunlight hitting the area manages to reach the ground.

It is located in a region that receives heavy rainfall. But it takes around 10 minutes for an average rainfall to hit the ground due to the thickness of the canopy.

Deforestation

Amazon jungles are depleting at an alarming rate. Nothing but human action is responsible for this. The rate of deforestation accelerated during the construction of Trans-Amazonian highway that made deep inroads into the jungle. Cattle breeding and slash-and-burn agriculture are other causes. If we don't take any measures to counter this, we could soon lose this green paradise.

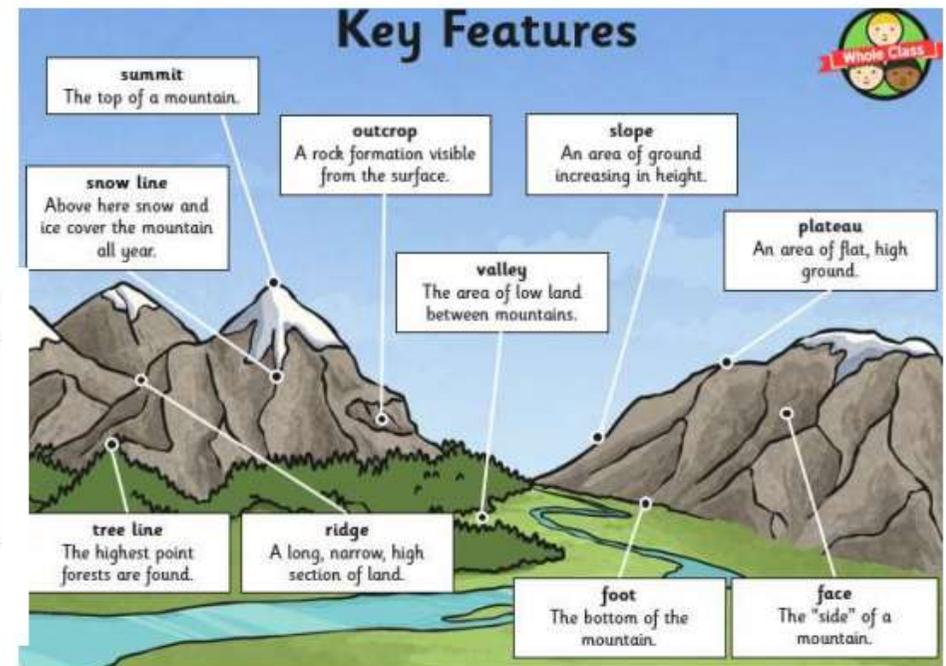
Animals

Amazon rainforest is home to several exotic species of birds. There are over 1500 species of birds in this green paradise. Hyacinth macaw, a beautiful blue-colored parrot, is a major species found here. Then there are other species such as spectacled owl, scarlet macaw, and Amazon kingfishers.

Several rare species of plants and animals can be found here. But the sad fact is that many of these animals are facing a threat of extinction due to human activities. Some of these animals are the South American tapir, giant otters, jaguars, and golden lion tamarins.

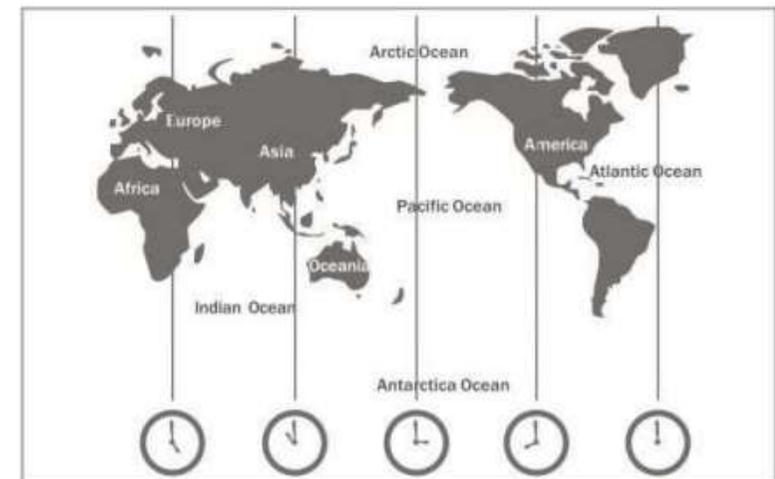
Deadly animals are major hazards in the rainforest. Bullet ants and Brazilian spiders are some among them. Green anacondas, flesh-eating piranhas and poison dart frogs are all present in the Amazon.

There are over 2.5 million species of insects here



Ice Explorers- Arctic and Antarctica

Key Vocabulary	
Antarctic circle	The Antarctic Circle is the most southerly of the five major circles of latitude that mark maps of the Earth. The region south of this circle is known as the Antarctic, and the zone immediately to the north is called the Southern Temperate Zone
Arctic Circle	The Arctic Circle is one of the two polar circles and the most northerly of the five major circles of latitude as shown on maps of Earth. The region north of this circle is known as the Arctic, and the zone just to the south is called the Northern Temperate Zone.
Biomes	Biomes are areas of our planet with similar climates , landscapes , animals and plants . What lives in each biome depends on: how warm or cold it is how dry or wet it is how fertile the soil is
Equator	It is an imaginary line that divides the Earth into the Northern and Southern hemispheres and forms the imaginary reference line on the Earth's surface from which latitude is reckoned.
Greenwich Mean Time	Greenwich Mean Time is the mean solar time at the Royal Observatory in Greenwich, London, reckoned from midnight. At different times in the past, it has been calculated in different ways, including being calculated from noon;
Latitude	The position north or south of the equator measured from 0° to 90°
Longitude	Longitude , is a geographic coordinate that specifies the east-west position of a point on the Earth's surface, or the surface of a celestial body.
Tropic of Cancer	The Tropic of Cancer, which is also referred to as the Northern Tropic, is the most northerly circle of latitude on Earth at which the Sun can be directly overhead. This occurs on the June



120cmx90cm
100cmx75cm
80cmx60cm



The Arctic



Antarctica

Antarctica is located in the southernmost part of the planet.

Antarctica is the driest continent of the seven continents and is the windiest place on Earth.

According to size, Antarctica is the fifth largest continent of our planet.

Antarctica is an icy desert with very little rainfall throughout the year. Antarctica is an ice covered continent surrounded by the Southern Ocean. Almost all of the continent's land is covered by a thick layer of ice.

It is the least populated continent-Only around 1,000 people (in winter) and 10,000 people (in summer) live on the continent. These people are mainly based there for one year to live and work in the research stations.

The few areas where there is no or only little ice throughout the year are located in the most northern parts of the continent. There one will find also the typical tundra vegetation.

There are not many species living on the Antarctic continent. Whales, and seals live in the Southern Ocean surrounding Antarctica. The Emperor penguins are the only penguin species breeding on Antarctica.

Characteristics of Effective Geography Teaching

What would I see in a unit of Geography? What would I see in a Lesson?

<p><i>Recap at the beginning of the theme to teach children how this unit links to their previous learning.</i></p>	<p><i>Developing an understanding of how everything is interconnected and that ideas and processes are linked .</i></p>	<p><i>Asking and answering geographical questions</i></p>
<p><i>Language rich: using and developing geographical vocabulary</i></p>	<p><i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i></p>	<p><i>Children drawing conclusions to answer geographical enquiry based questions</i></p>
<p><i>Use of fieldwork to ask and answer geographical questions</i></p>	<p><i>Use of maps and atlases where appropriate</i></p>	<p><i>Development of knowledge, skills and understanding in line with the National Curriculum.</i></p>
	<p><i>Know the location of the place in which they are studying and know its significance</i></p>	<p><i>.</i></p>