GEOGRAPHY

Geography is the study of places and the relationships between people and their environments.

Geography at Defford
Our Vision
Our Intent

Faith	Friendship	Fun	Learn	Grow
• Pupils recognize the awe and wonder found in the world – both natural and man-made. • Pupils appreciate the need to protect our world.	• Pupils work together, asking and answering questions whilst making geographic inquiries. • Pupils use Geography as a vehicle for learning about the lives of people all around the world and how their lives have similarities and differences to ours.	• Children learn the pleasure found in developing a deeper understanding of their world. • Children enjoy carrying out geographic work, developing their knowledge and understanding of our world.	• Pupils are familiar with key features of maps at a variety of scales. • Pupils know of the important features seen in both the natural and man-made world.	• Pupils are developing an awareness of how Geography impacts on our lives and how it has shaped our history. • Pupils understand how Geography makes a difference to the lives of people around the world. • Pupils ask questions and know how to follow geographic lines of enquiry to learn about our world.

Geography Curriculum Threads

Human and physical geography	Change	Environment and sustainability	Locations	Similarities and differences
Pupil will learn to recognize the differences in the natural world and mankind's impact on the planet. Both natural and mankind's impact will be revisited throughout KS1 and KS2.	Pupils will learn how important change is to Geography. They will learn about he affects of time, the weather and human interaction in different places.	Pupils will learn about the importance of protecting our environment and how sustainability seeks to minimize the negative effect we are having on the natural world.	Pupils will gain knowledge of important locations and geographical vocabulary. They will learn how how to understand information from maps and how to find geographical information for themselves using atlases, globes and digital devices.	Pupils will study multiple locations and consider what the geographical similarities and differences are.

GEOGRAPHY – YEAR A – BIRCH – AUTUMN TERM – HEROES & FIRE, FIRE!

KNOWLEDGE

The capital city of the United Kingdom is London.

The United Kingdom is made up of England, Wales, Scotland and Northern Island.

Indicate where London can be found on a map of the United Kingdom.

Places of importance in London include Buckingham Palace, the Houses of Parliament and the London Eye.

To know common features of a map – land and water, rivers, borders.

VOCABULARY

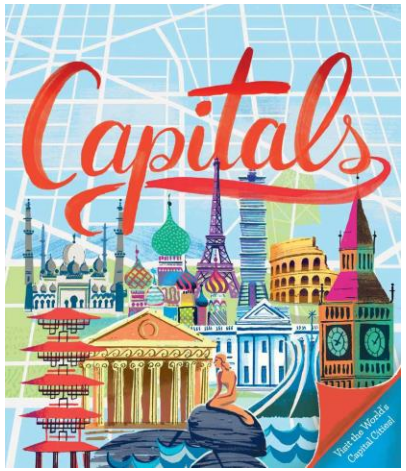
(LL) London – the capital of England and the United Kingdom.

The United Kingdom – England, Wales, Scotland and Northern Island.

England

City

Capital city



UNDERSTANDING

That our country is an island and is made up of several countries.

Each country has a capital city. This is often were the countries government works from.

That a map is an image of somewhere as if looked at from far above, looking down.

SKILLS

To locate London on a map of the United Kingdom.

(LL) To use a map to find certain locations or features. To point out examples of where there is land, where there is water, where there is a border, where there is a city etc.

Rationale

Why this? Pupils need to learn this knowledge of our country.

Why now? This supports a lot of the future learning in Geography.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR A – BIRCH – SPRING TERM – WEIRD AND WONDERFUL WEATHER & AFRICAN ADVENTURES

KNOWLEDGE

Name and locate the world's 7 continents and 5 oceans.

Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world.

Similarities and differences between Sahara Desert, Kalahari and Antartica.

VOCABULARY

Name of the continents

Forecast

Name of the 5 oceans

Name of countries

Physical features

Human features

Aerial photograph

Scotland

Edinburgh

Wales

Cardiff

Ireland

Belfast

United Kingdom

UNDERSTANDING

Why Captain Robert Scott and his team wanted to be the first humans to reach the South Pole.

Reasons for the failure of the mission

Empathise with the emotions of Scott and his team.

Comparing and contrasting hot and cold locations.

Science link- how animals adapt to these environments.

Rationale

Why this? To develop a greater knowledge of the wider world in which we live.

Why now? It moves further from the UK and helps develop knowledge of our world as a whole.

SKILLS

Use world maps, atlases and globe to identify the countries, continents and oceans.

Recognise landmarks and basic human and physical features using aerial photographs

Use fieldwork and observational skills to monitor the weather and collect readings.

Use weather instruments to collect data

Measure using simple equipment

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR A – BIRCH – SUMMER TERM – AWESOME ANIMALS & I DO LIKE TO BE BESIDE THE SEASIDE

KNOWLEDGE

Science link to animals and habitats/ environments and how animals adapt.

History link- changes within living memory.

Parents/ grandparents memories of seaside.

Geography

-Physical and human features of the seaside

-Provide reasons why it is important to protect living things at the seaside

-Popular activities undertaken by the seaside

Live link to a school in Cornwall- being established.

-

VOCABULARY

- Beach
- Cliff
- Coast
- Ocean
- Sea
- River
  Port
- Harbour
- Shop
- Names of continents and oceans
- Urban/ rural
- Rock pool
- Physical/ human features

UNDERSTANDING

-Interdependence the of living things in seaside environments

-reasons for the presence of pollution on the beach

-explain how people can take better care of the seaside environment

Rationale

Why this? This term learning is focused on a smaller scale aspect of Geography, not a country or the world but the seaside of our country.

Why now? It links well with our History for this term, developing schema between curriculum areas.

SKILLS

-categorise living things within a rock pool habitat

-explain the distribution of seashells on a beach.

-use aerial photos and plans to recognise landmarks and basic human and physical features

-use simple fieldwork/ observational skills to study features

-use simple compass directions and directional language to describe routes/ features.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR B – BIRCH – SPRING TERM – DRAGON TALES & ONCE UPON A CRIME

KNOWLEDGE

The names of the 7 continents.

The names of the oceans.

The United Kingdom is made up for four countries; England, Wales, Scotland and Northern Ireland.




Name the capital city of each of the countries in the UK.

Each country has important landmarks

Local area is made up of different features

-School/ Defford village/ Local area

VOCABULARY

Continents – Europe, North America, South America, Antarctica, Asia, Africa and Australasia.

Oceans – Atlantic, Pacific, Arctic, Indian, Southern (Antarctic).

Human features

Physical features

London/ Cardiff/ Edinburgh/ Belfast

Landmarks

UNDERSTANDING

That the world is divided up into different named areas – the 7 continents.

The 7 continents are all different and have individual features due to their locations on the Earth.

Each country has different landmarks- human and physical.

Different locations have different physical and human features

Rationale

Why this? Reviewing key Geographic knowledge and developing a greater awareness of our place in the wider world.

Why now? This is a good start to Geography as a curriculum area and revisits and deepens important knowledge for those in Year 2.

SKILLS

To identify key features of physical and human geography.

To locate the 4 countries on a UK map.

To have an awareness of the location of the capital cities.

To look at a map of our local area and pick out where key features are.

To draw a map of our location.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR B – BIRCH – SUMMER TERM – EARTH CARETAKERS & A LONG WAY FROM HOME

KNOWLEDGE

Summer two

Study of a non-European country

(country chosen depending on class interest/ international events)

Eg 2021 Japan due to Tokyo Olympics

-(LL) Locate on a map

-Identify flag of the country

-Human and physical features

-Find out locational facts

VOCABULARY

European – coming from a country in Europe

Non-European – coming from a country outside of Europe

UNDERSTANDING

Human and physical features of this country.

Similarities and differences with our home country

-transport

-climate

-people

-food

SKILLS

To locate country on a map.

To identify the continent it is on

Comparing location with home location

Rationale

Why this? To develop geographic skills of locating, identifying and comparing features of a country.

Why now? To build upon our learning of our own country by learning about a different one.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR A – OAK – AUTUMN TERM 2 – ANGRY EARTH - Why do the biggest earthquakes not always cause the most damage?

KNOWLEDGE

The Earth's outer layer is made up of large, moving pieces called tectonic plates. A fault line is a long crack in the surface of the earth (where these plates meet). Earthquakes usually occur along fault lines.

An earthquake is caused by a sudden slip on a fault. The tectonic plates are always slowly moving, but they get stuck at their edges due to friction. Earthquakes release energy in waves that travel through the earth's crust and cause the shaking that we feel. Some of these earthquakes occur under the ocean and result in Tsunamis which are giant waves caused by earthquakes or volcanic eruptions under the sea.

Beneath the surface, our planet has layers of hot molten rock that these huge plates float upon. Volcanoes occur when the red-hot liquid called magma rises up through cracks in the rocks of the Earth's crust and erupts out of the surface as lava.

The biggest cracks are where one block or plate of the Earth's crust meets another, such as between the Pacific Plate and Indo-Australian Plate through the centre of New Zealand.

Earthquakes are very common. The Richter Scale is a measure of the strength of earthquakes. Major earthquakes measure 7 – 8 on the Richter scale.

New Zealand lies at the south-west end of a vast horseshoe-shaped zone of intense volcanism and earthquakes. This zone extends, essentially unbroken, around the margins of the Pacific Ocean – the so-called Pacific Ring of Fire.

In 2011 on the South Island in New Zealand, the city of Christchurch experienced a powerful earthquake. The country experiences many earthquakes and it also has active volcanoes.

Volcanoes can be extinct (not expected to erupt in the future), dormant (have not erupted for a very long time but may erupt at a future time) and active (have a recent history of erupting and are likely to erupt again).

VOCABULARY

Volcano

Earthquake

Tsunami

Tectonic plates

Continent

Longitude

Latitude

Magnitude

Fault

Outer core, mantle, crust, lava, magma.

Dormant, extinct, active

Distribution

Oceans

Northern Hemisphere

Southern Hemisphere

Pacific Ring of Fire

UNDERSTANDING

Can the children describe and understand the causes of earthquakes and volcanoes? Can they explain the stages in the formation of a volcano?

Can the children explain why certain areas of the world experience earthquakes, while other areas do not and why so many earthquakes occur around the Pacific Ring of Fire?

Can the children explain why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction? (power, location and time of day or night).

Can the children explain that the overall quality of life of people in different countries of the world has an important influence on how well they can prepare for and cope with the occurrence of earthquakes? Do they understand why richer countries tend to suffer less from similar-sized earthquakes than poorer ones?

Can the children explain why people may choose to live near volcanoes or fault lines?

SKILLS

Observe and record the distribution of earthquakes in a particular area.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).

Rationale

Why this? Pupils need to know some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes.

Why now? Work on volcanic activity in this topic will be developed at greater depth in Upper Key Stage 2.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR A – OAK – SPRING TERM 2 –WILD TOPIC – Why are jungles so wet and deserts so dry?

KNOWLEDGE

Weather is the conditions of the atmosphere including temperature, rainfall, cloud cover, wind strength and direction at one moment in time. (KS1 recap).

Climate is the average pattern of weather that a place receives over 30 years. The U.K. is a small country, generally never very hot or dry or very cold. We have a temperate climate. However, even in a small country the climate of one place can be very different to another. The further north you travel in the UK towards the North Pole, the colder it becomes and the further south you travel towards the Equator, the warmer it becomes.

Climate affects the landscape, animals and plants in different biomes. Plants and animals have adapted to their climate of different biomes. Climate change affects the plants and animals in different parts of the world, for example, the Great Barrier Reef in Australia.

A biome is a large community of plants and animals found in areas of the world with similar soils and climates. There are four main biomes on dry land: forest, grassland, desert and tundra.

The water cycle is the continuous journey of water from oceans and lakes to clouds, rain, streams, rivers and back into the ocean again. The scientific processes involved are evaporation and condensation.

In a tropical areas (between the Tropics of Cancer and Capricorn), rainfall is convectional (water evaporates as the sun's energy heats up the surface of the earth). Other precipitation (rain, snow, etc.,) is produced when moist air moves up over a mountain range.

A desert is a barren area of landscape where little precipitation occurs. The Atacama Desert in South America is the driest, non-polar desert in the world. This is because moist air from the Pacific Ocean is forced to rise into the atmosphere as it meets the Andes mountains to the east of the desert. All the rain falls on the eastern side of these mountains.

VOCABULARY

Weather

Climate

Temperature

Tropical

Temperate

Polar

Mediterranean

Average

Rainfall / Precipitation

Convectional rainfall

North/South Pole

Equator

Northern/Southern Hemisphere.

Tropic of Cancer/Capricorn

Distribution

Prevailing wind

Atlantic Ocean

Annual

Biome – Forest, Desert, Grassland, Tundra

Inhabited

UNDERSTANDING

Can the children explain in basic terms the pattern of climate (in relation to rainfall and temperature) in the UK kingdom and the reasons for this?

Can they begin to offer reasons for the distribution of different types of climate around the world?

Can the children use their knowledge of biomes to match photographs and descriptions of plants and animals to a particular type of biome? Do they understand how climate affects both the landscape of different biomes and the plants that can live there?

Can the children use their knowledge of climate in tropical areas to explain how convectional rainfall occurs in tropical rainforests like the Amazon Basin? Can they explain why the rainfall usually occurs daily, in the afternoons? Why Arica is the driest inhabited place in the world?

The impact of humans on our rainforests and jungles, particularly due to deforestation. Science

SKILLS

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Observe and describe a range of environments.

Use rainfall and temperature maps and locate Pershore/ Defford, noting the climate.

Compare and contrast the temperature and rainfall data in different climate graphs for places around the world. Construct their own climate graph.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Rationale

Why this? Pupils need to know the concept of climate and how it varies – in the context of the United Kingdom and on a global scale.

Why now? Pupils revisit their work on weather carried out in the school grounds and local area at Key Stage 1.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR A – OAK – SUMMER TERM 2 – TOPIC I LIVE HERE – Why and how is my local area changing?

KNOWLEDGE

Changes in environments occur as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life.

(LL) Defford and Pershore are located in the Vale of Evesham in the county of Worcestershire. Pershore is situated on the River Avon. The district is rich in fruit and vegetable production.

heE secret but massively important role of RAF Defford as the main station in Britain for the development of airborne radar during and after the Second World War. The site now forms part of Croome Park, managed by the National Trust.

VOCABULARY

United Kingdom

Human geography: largely built environments.

Physical geography: mostly natural or semi-natural environments.

Environment – everything that is around us, living and non-living.

Landscape: part of the Earth's surface that can be viewed at one time from one place. It consists of the geographic features that mark, or are characteristic of, a particular area.

Geographic features:

Physical features: hill, wood, river, soil, valley

Human features: village, town, city, factory, house, farm, shop, church, school, roads, railways, etc.

Settlement:

Land use: the different ways in which land is used.

Transport: roads, railways, airports.

Residential: places where people are living.

Public services: (provided by the government) e.g. schools and hospitals.

Recreation: places for enjoyment or relaxation.

Map: a drawing of all or part of the Earth's surface.

UNDERSTANDING

Are the children able to identify, describe and give reasons for why environments change?

Can the children explain, with examples, how some environmental change in Defford and Pershore may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life?

Do they understand that their locality has been affected by a signficant local or national event (e.g. Defford RAF – link to history local study).

Demonstrate understanding of how the quality of the environments may change within the local areas of Defford and Pershore.

This enquiry follows the established pattern of continuity and progression built in to other enquiries in the programme by beginning with the familiar and known (the pupil's school and its grounds). It then extends outwards in scale to consider the less familiar (local area) and finally a range of unknown locations at a global scale

SKILLS

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

Fieldwork – observe, measure, record and present.

Construct a scattergraph.

Rationale

Why this? Pupils need to know the concept of change which underpins the study of geography and how changes can occur in environments as a consequence of natural events or as a result of choice.

Why now? Pupils in Key Stage 1 are introduced to the importance of change through their own personal geographies. Building on exploration of the local area (the school and its grounds), pupils now consider the less familiar (local area) and a range of unknown locations at a global scale.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR B – OAK – SPRING TERM 1 – WORLD EXPLORERS – Beyond the Magic Kingdom: What is the Sunshine State Really Like?

KNOWLEDGE

The location, countries and main physical and human features of the continent of North America.

That the USA is divided into fifty states.

The location and main phyiscal and human features of the state of Florida.

What a peninsula is and the location of the largest peninsulas in the world.

How people in Florida respond to the danger of hurricanes.

The location and physical features of the Everglades and why it is a National Park.

Wildlife management – Sea Turtle conservation.

RATIONALE

Why this? To enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. They will continue to build upon their understanding of people-environment interaction.

Why now? The enquiry extends the study that pupils made at Key Stage 1 of continents and oceans, the distribution of hot and cold areas of the world and a contrasting locality outside of Europe. They will study in depth main geographical features of a given area.

VOCABULARY

Pattern – how objects are arranged on the Earth's surface.

Tourism – visiting places that involves staying away from home.

Peninsula – a narrow piece of land jutting out into the sea and almost surrounded by water.

Ecosystem – the community of living things to be found in a particular area which depend upon each other.

Habitat – the natural home of living things such as plants or animals.

Pollution – something added to the environment that is harmful to living things.

Endangered – any species of plant or animal likely to disappear forever.

Conservation – the protection of environments to prevent their loss or destruction.

Hurricane – a large rotating storm with high speed winds that forms over warm waters in tropical areas.

Sub-tropical – a climate region of the world that lies between tropical and temperate areas.

Temperate – places where the weather is mostly mild and damp.

Evaculate – move from a place of danger to a safer location.

Service – something that people buy but is not a physical product such as a holiday.

Conflict – two or more things which class or are oppposed to each other.

Management – working to make sure that human and environmental needs are balanced.

UNDERSTANDING

Important concepts to understand:

Environment: the particular physical and human features which make places distinctive.

Distribution – the arrangement or pattern of where physical and human features are located.

Location – the position of something on Earth.

Processes – the natural events and human actions that bring about change in an environment.

Hazard – Extreme physical or human events that can cause serious loss of life or destruction.

Development – the level of quality of life experienced by people living in different places.

Interdependence – How people and their environments are connected and rely upon each other.

Region – An area of land that has common features such as a particular climate or religion.

Weather – what is happening in the atmosphere at a given time, e.g. sunshine, wind, rain.

Climate – the average weather conditions of a place over a long period of time.

Season – one of the four pars of the year when the weather changes significantly.

Economic activity – making a product or providing something that others pay for.

Understanding of the physical and human features:

Why the Magic Kingdom theme park in Florida is such a popular destination for tourists.

The pattern of overseas visitors to the Magic Kingdom theme park.

Why the Kennedy Space Centre is located on the east coast of Florida.

Why sea turtles in Florida are endangered and what is being done to conserve them.

How the weather and climate of Florida compares with that of the U.K.

Why the climate of Florida attracts British tourists.

How a hurricane forms and why they are a threat to Florida.

SKILLS

Statistical representation – interpreting tabular data and constructing choropleth maps and climate graphs.

Mapwork – political, relief, population density, pictorial and distribution maps.

Imagery – terrestrial, aerial and satellite photographs and GIS Google Earth Pro.

Describing – giving an account of something.

Selecting – choosing the information most suitable and relevant.

Reasoning/speculating - thinking and forming ideas about something without necessarily firm evidence to back it up.

Synthesising – bringing together a range of ideas and facts from different sources to develop an explanation.

Explaining – showing understanding of how or why something is the way it is.

Empathising – placing yourself in another's position to better understand their actions.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR B – OAK – SUMMER TERM 1 – HAPPY ENDINGS - Why do so many people live in megacities?

KNOWLEDGE

What the terms 'rural', 'urban' and 'urbanisation' mean.

What a megacity is and their distribution globally.

The top ten megacities.

The location of the ten largest cities in the U.K.

Name and locate the countries, largest cities and physical features of the continent of South America.

The physical and human features of the city of Brasilia.

RATIONALE

Why this? Pupils need to develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities. This is very important because globally over half of the world's population now live in towns and cities During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically.

Why now? At Key Stage 1 pupils are introduced to the concept of settlement through an investigation of the geography of the local area in which they live and compare and contrast this location with a similarly small area of a settlement in a non-European country. At Lower Key Stage 2 the scale of study is extended and pupils are now able to work in a national and global context.

VOCABULARY

Pattern – how objects are arranged or laid out on the Earth's surface.

Pollution – something added to the environment that is harmful to living things.

City – a place where many people live and work very closely together alongside shops, offices and businesses.

Megacity – a place with over 10 million inhabitants.

Population density – the average number of people living on each square kilometre of land.

Constraint – something that limits or restricts the way people can live their lives.

Migration – the movement of people from one place to live permanently somewhere else.

Favela - a slum or shanty town found around the outside of some large cities in the world.

Employment – the occupation or work by which someone earns a living.

Congestion – very full or crowded with people.

Smog – air pollution caused when water droplets combine with chemical particles.

UNDERSTANDING

Important concepts to understand:

Environment – the particular physical and human features which make places distinctive.

Distribution – The pattern of where physical and human features are located.

Location – the position of something.

Interaction – the links or connections within and between different natural and human processes.

Settlement – any place where people live such as a village or city.

Urban – a built up area with a high population density.

Rural – areas of countryside outside of towns and cities.

Urbanisation – the constant increase in the number and size of cities.

Trade – buying or selling goods and services between people and countries.

Development – the level of quality of life experienced by people living in different places.

Region – an area of land that has common features such as a particular climate or religion.

Economic activity – making a produce or provding something that others pay for.

Understanding:

Understand what a megacity is, their distribution and the attractions and disadvantages of living in one.

Why the number of people living in megacities is increasing globally.

Why Baghdad became the first city with one million inhabitants.

Why the government of Brazil decided to construct a new capital city in 1960.

Why Milton Keynes is the fastest growing city in the UK.

SKILLS

Statistical representation – interpreting tabular data and constructing population density graphs.

Mapwork – political, relief, population density, pictorial and distribution maps.

Imagery – terrestrial, aerial and satellite photographs and GIS Google Earth Pro.

Describing – giving an account of something.

Selecting – choosing the information most suitable and relevant.

Reasoning/speculating - thinking and forming ideas about something without necessarily firm evidence to back it up.

Synthesising – bringing together a range of ideas and facts from different sources to develop an explanation.

Explaining – showing understanding of how or why something is the way it is.

Empathising – placing yourself in another's position to better understand their actions.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.

GEOGRAPHY – YEAR B – OAK – SUMMER TERM 2 – GOING GREEN – How can we live more sustainably?

KNOWLEDGE

What a natural resource is.

The difference between renewable and non-renewable resources. e.g. solar, wind, hydro power, coal, natural gas, oil.

How electricity is generated and how it is generated in a hydroelectric power station.

The different sources of energy used to make electricity in the UK.

The benefits of using renewable sources of energy in poorer countries of the world.

RATIONALE

Why this? DRAFT!

Why now? In Reception and Key Stage 1 children learn about a wide range of different natural and human environments at different scales around the world, the physical and human features of these environments, the concept of change as a result of both physical and human processes.

VOCABULARY

Raw material – things found in nature that are used to make products people use.

Renewable – energy from a source such as wind that is never used up (infinite)

Non-renewable – energy from a source such as oil which will eventually be used up (finite)

Fossil fuel – energy sources made of carbon such as oil that are non-renewable.

Biodiversity – the variety of plants and animals living in a particular place.

Conservation – the protection of environments to prevent their loss or destruction.

Global warming – the warming up of the Earth's atmosphere through the build-up of greenhouse gases such as carbon dioxide and methane.

Deforestation – cutting down huge areas of woodland to use the land for other purposes.

Ecosystem – the community of living things to be found in a particular area which depend upon each other.

Habitat – the natural home of a living thing such as a plant or animal.

Pollution – something added to the environment that is harmful to living things.

UNDERSTANDING

Important concepts to understand more about:

Environment – the particular physical and human features which make places distinctive.

Interdependence – how people and their environments are connected and rely upon each other.

Sustainability – improving our quality of life without having a negative impact on the environment.

Interaction – the links or connections within and between different natural and human processes.

Settlement – any place where people live such as a village or city.

Development – the level of quality of life experienced by people living in different places around the world.

Economic activity – making a product or providing something that others pay for.

Transport – carry people or goods from one place to another by vehicle, aircraft or ship.

Agriculture – growing crops and rearing animals on farms.

Energy – the power needed to make something work.

The Greenhouse Effect: Some sunlight that hits the Earth is reflected back into space, while the rest becomes heat. Greenhouse gases prevent heat from escaping into space, warming the planet.

How human-created greenhouse gases contribute to global warming.

What sustainability and sustainable development mean.

How we can live in a more sustainable way both at home and school.

SKILLS

Statistical representation – interpreting tabular data and constructing bar and line graphs.

Mapwork – political, relief, population density, pictorial and distribution maps.

Imagery – terrestrial, aerial and satellite photographs and GIS Google Earth Pro.

Describing – giving an account of something.

Selecting – choosing the information most suitable and relevant.

Reasoning/speculating - thinking and forming ideas about something without necessarily firm evidence to back it up.

Synthesising – bringing together a range of ideas and facts from different sources to develop an explanation.

Explaining – showing understanding of how or why something is the way it is.

Empathising – placing yourself in another's position to better understand their actions.

Human and physical Geography – Change – Environment and sustainability – Locations – Similarities and differences

Through faith, friendship and fun we learn and grow.