**Geography coverage map 2022/2-23**

|  | Autumn Term | | Spring Term | | Summer Term | |
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| Key Stage 1 | **Weather and Fieldwork Skills**  (this unit is more focused on disciplinary skills than substantive knowledge)  Children should know:  - The names of the four seasons  - The order of the four seasons  - The generalised weather associated with each of the seasons  - The temperature is a record of how hot a place is  - A thermometer is a tool used to measure the temperature  **Tier 2 and 3 Vocabulary:** summer, autumn, winter, spring, sunny, windy, rainy, cloudy, climate, criteria, data, decision, effect, season, record, temperature, weather, thermometer  **Disciplinary concept focus:** | | **Hot and Cold Places**  Children should know:  - A thermometer is a tool to measure the temperature in a place  - Celsius is the unit used in the United Kingdom to measure temperature  - Words associated with giving directions, i.e. left, right, near, far, next to, close to.  - That a map shows where places are located  - That a continent is a group of countries, which are usually joined together by land borders, but not always  - The seven continents and where they are found on a world map  - That colours on a map can show how hot or cold a place is  - That a key helps to read information from a map  - What the Equator is and where to find it on a world map  - The temperature of a country is affected by whether it is close to the Equator or further away  - That animals can adapt to suit the climate in which they live  **Tier 2 and 3 Vocabulary:** temperature, thermometer, climate, equator, celsius, continent, globe, location, weather  **Disciplinary concept focus:** | | **Comparing Countries of the United Kingdom**  Children should know:  - The names of the countries of the United Kingdom  - Where to find each country on a map of the United Kingdom  - What the flag of each country looks like  - What the capital city of each country is  - The names and sizes of different settlement types, i.e. hamlet, village, town, city  - What human features and physical features are  - The names and locations of bodies of water which surround the United Kingdom, i.e. Atlantic Ocean, Celtic Sea, Irish Sea, North Sea  - The four compass directions, North, South, East, West  - How to use the compass directions to locate places on maps  **Tier 2 and 3 Vocabulary:** border, city, capital city, sea, ocean, country, population, settlement, human feature, physical feature, town, village, hamlet  **Disciplinary concept focus:** | |
| Year 3 | **Villages, Towns and Cities**  Children should know:  - That population measures how many people are living in a certain place  - Densely populated areas are those where people live close together  - Sparsely populated areas are those where people live further apart  - The World and UK population are both increasing rapidly  - Settlements can be of different sizes: villages, towns, cities  - Settlements are established close to natural resources, i.e. rivers, oil, gas, trees  - Land use is how land is used within a particular settlement, i.e. for agriculture or for building shops  - Land can be used for these purposes: residential, commercial, industrial, transportation  - a megacity is one with a population of over 10 million people  **Tier 2 and 3 Vocabulary:** city, town, village, megacity, density, dense, sparse, commercial, industrial, residential, transportation, agriculture, land use, employment, leisure  **Disciplinary concept focus:** | | **Mountains, Volcanoes and Earthquakes**  Children should know:  - the Earth is spherical  - it is made of 4 layers: inner core, outer core, mantle and crust  - the crust is made up of tectonic plates, which move constantly because of the mantle’s heat  - volcanoes and earthquakes occur along points where tectonic plates meet  - a mountain range is a series of connected mountains  - The Himalayas and Alps are examples of mountain ranges  - a fold mountain is formed when two plates push against each other  - a volcano is formed when magma from a chamber under the Earth’s surface breaks through  - Friction between two tectonic plates causes an earthquake  - the size of an earthquake can be measured  - an earthquake starts from the point where the plates collide (the focus)  - a volcanic eruption occurs when the Earth’s mantle melts due to the pressure between tectonic plates  - the melted crust becomes magma and lava  - both Earthquakes and volcanoes have many consequences  - some of the consequences are short term, whereas some are longer term  - volcanic soil is nutrient-rich, and so farmers may choose to live near volcanoes  - the heat in volcanic areas is useful for producing geo-thermal energy  **Tier 2 and 3 Vocabulary:** core, mantle, crust, tectonic plate, lava, magma, vent, erupt, eruption, shield, stratovolcano, epicentre, fold mountain, friction, pressure, seismic waves, active, dormant, extinct  **Disciplinary concept focus:** | | **Water and Weather**  Children should know:  - That most of the Earth’s water is found in oceans (97%)  - The water cycle is the way in which water is used and recycled  - When water is heated, it evaporates into a gas called water vapour  - When water vapour cools, it condenses back into a liquid  - Water can also exist as a solid (ice)  - Warm air rises and cooler air sinks  - Why rainfall is greater on one side of a mountain  - What a rain shadow is linked to a mountain and how this affects where plants grow best  - What the Northern and Southern Hemispheres are, linked to prior knowledge of the Equator.  - That seasons in each of the hemispheres are opposites.  - The Earth is tilted upon its access.  - The part of the Earth tilted towards the Sun is in summer time, and vice-versa  - Weather forecasts are used to predict the weather in the future  - Air masses are large movements of air which bring weather towards the UK    **Tier 2 and 3 vocabulary:** air mass, water cycle, evaporation, condensation, rainfall, forecast, gravity, axis, tilt, rain shadow, Northern Hemisphere, Southern Hemisphere, water vapour  **Disciplinary concept focus:** | |
| Year 4 | **Rivers**  Children should know:  - what a river is defined as  - that the Amazon and Nile are the world’s two largest rivers  - what the following parts of rivers are: source, mouth, tributary, banks, beds, upper course, middle course, lower course  - that a river starts on higher ground, and then flows downhill along its course  - erosion is the process by which rivers wear away at the land as they flow  - transportation is the process by which rivers move material as they flow  - deposition is the process where by rivers drop off materials as they run out of energy  - the processes can change the shape and course of rivers  - when rivers flood, they deposit materials onto the nearby land  - this makes the soil fertile and suitable for farming  - this encourages settlements on the banks of rivers for many people  - a waterfall is a part of a river that takes a steep drop over the land  - erosion leaves behind meanders and oxbow lakes through changing the shape of rivers  - a delta is an area of marshy land created through deposition where a river flows into the sea  **Tier 2 and 3 Vocabulary:** channel, delta, deposit, deposition, erode, erosion, pollution, mouth, source, tributary, meander, oxbow lake, transportation, sediment, upper path, middle path, lower path, energy  **Disciplinary concept focus:** | | **Migration**  Children should know:  - migrants are people who move from one place to another  - migration can be either forced or a choice  - migration can be either temporary or permanent  - The USA and Asia currently have the largest numbers of immigrants  - push factors cause migrants to leave their home countries, e.g. war. Lack of employment, natural disasters  - pull factors cause migrants to be attracted to other countries, e.g. better education or weather  - migration has advantages for the host country, e.g. more people to employ, new cultural experiences  - it also has advantages to the source country, e.g. people return home with new skills, some people send money home to their families  - a refugee is a person who has been forced to leave their homeland  - lots of people emigrated from Jamaica to the United Kingdom in 1948 aboard a ship called HMS Windrush  - many of these people found employment and built communities in South London  **Tier 2 and 3 Vocabulary:** host country, source country, emigrate, immigrate, immigrant, migrate, migrant, pull factor, push factor, refuge, United Nations  **Disciplinary concept focus:** | | **Natural Resources**  Children should know:  - what natural resources are, e.g. gas, coal  - that resources can be either renewable or non-renewable  - natural resources are only found in certain places because the physical processes which create them take place there  - some countries are richer than others in natural resources  - use of natural resources has increased as the world’s population has increased  - people from wealthier countries use more natural resources than those from poorer countries  - the burning of fossil fuels is causing climate change around the world due to producing carbon dioxide  - mining for other natural resources such as diamonds is also very dangerous for the miners  - Chile is in South America  - it is an unusually shaped country with a very long coastline  - it has many natural resources such as silver, gold, iron and copper, and also has excellent soil for farming  - Chile’s largest export to other countries is copper  - Coal is one of the largest natural resources that the United Kingdom has  - The UK is now using wind much more to create energy supplies  **Tier 2 and 3 Vocabulary:** climate, natural resources, renewable, non-renewable, clean energy, fossil fuels, energy source, mining, pollution, reserves  **Disciplinary concept focus:** | |
| Year 5 | **Slums**  Children should know:  - what a broad definition of a slum would be  - the types of living conditions that would commonly be found in slums  - that people live in slums in continents all around the World, although the density of slum dwellers in highest in some African countries  - sanitation is one of the largest problems for people living in slums  - often slums are located close to major cities, where people may travel for work  - there is a great deal of economic activity and trading within slums  - sometimes slums are illegal and people often do not own the land on which they have built their houses  - street crime and violence can also be common within many slums  - sometimes people are not keen to leave slums, for they will be rehoused away from city centres or have less space in order to create workshops  **Tier 2 and 3 Vocabulary:** affordable, challenge, living conditions, clearance, developers, government, residents, water supply, sanitation, developers, landslide, drug trafficking, sewage, slums, favela, working conditions  **Disciplinary concept focus:** | | **Biomes**  Children should know:  - a definition of what a biome is  - What the six major types of biomes are: rainforest, deciduous forest, tundra, desert, coniferous forest, tundra  - where these biomes are found on a world map  - give an overview of the temperature, rainfall and flora/fauna patterns associated with each of the biomes  - that biomes are located where they are due to the climate in those places  - what lines of latitude are  - that the Equator is a line of latitude  - that tropical zones are warmer, and temperate zones are cooler  - tropical zones have more rainfall due to a lack of clouds  - human use of resources has caused climate change - the planet is getting gradually warmer  - this is threatening biomes as the conditions within them change  - threats may include wild fires, melting frost, less rainfall  - animals adapted to their habitats will be threatened by changes to biomes  - biomes store carbon for people  - plants also clean and purify the air humans breathe  - many plants grown within biomes are used for medicinal purposes  - people are taking action to protect biomes, e.g. using renewable energy sources, replanting trees, creating forest stores  **Tier 2 and 3 Vocabulary:** biome, climate, rainfall, adapt, adapted, drought, extinct, fossil fuels, permafrost, wildfires, greenhouse gases, deciduous, coniferous, tundra, savannah, desert, rainforest  **Disciplinary concept focus:** | | **Energy and Sustainability**  Children should know:  - the environment is under pressure from: population growth, poverty and uneven development  - sustainable growth means growth that meets both current and future generations needs  - wind farms are a common example of sustainable development in the United Kingdom  - in 2015, 80% of energy was produced by using fossil fuels, which are non-renewable  - renewable sources of energy include: solar power, wind, hydro-electric, geo-thermal  - other European countries are presently using far fewer fossil fuels than the UK is  - the use of non-renewable sources can be more expensive initially but then is more cost efficient  - Curitiba is a city located in southern Brazil  - Sustainable changes were very successful in the city, including creating more green spaces, pedestrianising more spaces and adapting the transport system  - Freiburg is a city in south-west Germany  - Investment in solar energy and creating energy from food waste has supported the city in becoming much more sustainable  **Tier 2 and 3 Vocabulary:** development, economic, economy, sustain, sustainable, non-renewable, renewable, fossil fuels, technology, unsustainable, hydro-electric, geo-thermal.  **Disciplinary concept focus:** | |
| Year 6 | **Local Fieldwork**  Children should know:  **Tier 2 and 3 Vocabulary:** | | **Population**  Children should know:  - what the population of the world currently is  - how the world population has changed in the past  - how it is predicted to change in the future  - some of the most and least densely populated areas on a world map  - that London is the most densely populated city in the United Kingdom  - some reasons why the population continues to increase, e.g. better healthcare, improved sanitation  - that life expectancy measures how long an average person can be predicted to live for  - an ageing population is one with an increasing percentage of people aged over 65  - Japan is an example of a country with a large ageing population  - a population pyramid shows the percentages of an overall population which falls into different age brackets  - population pyramids can be compared to identify similarities and differences between different countries  - most countries at risk of extreme food shortages are in Africa  - 1 in every 8 people globally suffers from extreme hunger  - roughly half of all of the food produced per year is wasted  - sustainable steps can be taken to improve food poverty around the world  **Tier 2 and 3 Vocabulary:** birth rate, death rate, life expectancy, food insecurity, food production, food poverty, population density, densely populated, sparsely populated, irrigation | | **Globalisation**  Children should know:  - that globalisation involves things being sold, exported, shared or connected between different countries  - the development of transport systems began globalisation  - the growth of technology has further accelerated it  - containers are used to export products all around the world. They are a standard size which makes the process easier  - the internet has made global business a lot easier and accelerated growth  - companies can e mail to communicate with each other  - money can be transferred online  - people can meet using video-conferencing technology  - exporting goods helps companies to grow and provide more jobs  - China is the country which exports most goods worldwide  - profit is the amount of money that a company makes from their business  - some countries make trade agreements with others to develop the ways they do business with each other  - fast fashion involves making clothes in countries where it is cheaper and then importing them into other counties where they are sold  - often these companies use unsustainable practises  - wages paid to workers are also low to keep costs down  - a few large companies control most of the world’s food supply  - if these companies make positive decisions, then practises will become a lot more sustainable globally  **Tier 2 and 3 Vocabulary** global, globalisation, imports, exports, trade, trade agreement, profits, tariff, tax, sustainable, unsustainable, transnational corporation, | |