**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,  |