



St Augustine's Long Term Plan - Geography Intent



Geography

EYFS Prerequisite Skills for Geography from Development Matters and Early Learning Goals

EYFS						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
F1	Me and My Family	Light and Dark (colours)	People Who Help Us	Growing	Creepy Crawlies and Minibeasts	At the Farm
F2	Myself and My Super Power	Castles and Knights (fairy tales)	Space	Dinosaurs	Transport	Animals
EYFS	Mathematics			Understanding of the World		
DM F1	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 			<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		
DM F2				<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 		
ELG				<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. 		



St Augustine's Long Term Plan - Geography Intent



Knowledge in red is aimed at year 1, Knowledge in green is aimed at year 2, Knowledge in black is aimed at both year 1 & 2

Year 1/2 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	Our Local Area <i>Geographical skills and fieldwork</i>	The UK <i>Locational Knowledge</i>	Seaside <i>Locational knowledge Human and Physical Geography</i>
National curriculum	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs to recognise physical /human features. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> The name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (and its surrounding seas). <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs to recognise physical /human features. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Know the name, locate and identify characteristics of the United Kingdom coastline and its surrounding seas. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features including, <i>beach, cliff, coast, sea.</i> Key human features including <i>port and harbour.</i>
Core Knowledge	<ol style="list-style-type: none"> Know that my school and home is in the city of Nottingham. Know where Mapperley is in relation to Nottingham and where Nottingham is in the UK. Know which country Nottingham is in and where Nottingham is in the UK. Know that an aerial view is something seen from above. Know that a map is an aerial view. 	<ol style="list-style-type: none"> Know that the United Kingdom is made up of 4 countries, know where they are on a map of the UK. Know where the 4 countries of the United Kingdom are on a map, in relation to Nottingham, each other and the wider world. Know the capital City of England is London and we live another city- Nottingham. 	<ol style="list-style-type: none"> Know the four countries in the UK and their capital cities (revisit from Lent Term). Know that the United Kingdom is an island surrounded by seas (North Sea/English Channel/Irish Sea/Atlantic Ocean). Know that seaside areas are at the coastline of a country using a map. Know where Skegness is on a map of the UK.

	<p>Know how to use a map to locate places in their classroom/school.</p> <p>3. Know where St Augustine's school is in relation to their home and use a map to locate them. Know where St Augustine's school is in relation to the parish church and use a map to locate them.</p> <p>4. Know that people live in different sorts of accommodation (building on EYFS) Know St Augustine's school is surrounded by houses, flats and main and side roads.</p> <p>5. Know how to locate St Augustine's School, church and other local landmarks on an aerial photograph/google earth. Know how to use a map and atlas to locate Nottingham and key landmarks e.g the castle, ice arena, river Trent, football grounds. Goose Fair site.</p> <p>6. Know how to describe where I live. Know how to describe and explain the area I live using geographical vocabulary.</p>	<p>Know the capitals of the 4 countries of the United Kingdom.</p> <p>3. Know that the United Kingdom is an island surrounded by different seas. Know that the United Kingdom is an island surrounded by the North Sea, the English Channel, the Irish Sea and the Atlantic Ocean.</p> <p>4. Know the same geographical features are a characteristic of each country (rivers, hills, rural areas, cities, towns). Know the name of a <u>river</u> in each country (Trent, Thames, Severn, Clyde, Lagan). Know the names of <u>some common mountain ranges</u> (Snowdonia, the Pennines, the Grampian Mountains and the Mourne Mountains).</p> <p>5. Know what a compass is and what it's used for. rivers</p>	<p>Know that Skegness is a seaside location in England and is the closest seaside resort to Nottingham and our school. Know that Skegness is in the county of Lincolnshire and is 79 miles away.</p> <p>3) Know that Skegness is on the North Sea coastline. Know where Skegness is on a map and distance from Nottingham, using the map scale.</p> <p>4) Know the key human features of the seaside Identify and explain the human features :hotel, pier, fish and chip shops, amusement arcade, fun fair, souvenir shops.</p> <p>5) Know the key physical features of the seaside Identify and explain the physical features: beach, cliff, coast, sea, ocean, rock pool, waves, high tide, low tide.</p>
<p>Wider Knowledge</p>	<ul style="list-style-type: none"> Know how what geographical language to use to explain where landmarks are in relation to each other (near, far, left, right, North, East, South, West) Know the river running through Nottingham is the River Trent. Know why the River Trent is important to Nottingham- sports, leisure, transport, water source Know that people come to Nottingham to visit landmarks and this is called tourism. 	<ul style="list-style-type: none"> Know that King Charles is the King of the UK. Know that each country has its own leader who carries out the King's rules. Know that a landmark is an important structure or landscape feature that is special to a place. (building on Cycle A, Advent Term). Know that the River Trent is a Nottingham landmark and the River Thames is a London Landmark. Or 	<ul style="list-style-type: none"> Know how to be safe in the sun. Know how to be safe by the sea. Know that people go to the seaside for entertainment. Know the location of different human features at the seaside (e.g. pier, hotel). Know why the most expensive places to stay are closer to the beach.

St Augustine's Long Term Plan - Geography Intent

	<p>E.g. Sherwood Forest, Nottingham Castle, Goose Fair, Football ground, Trent Bridge Cricket ground.</p> <ul style="list-style-type: none"> • Know and be able to talk about a Nottingham tourist attraction. • Know that tourism is important to Nottingham because tourists spend money in the city and that helps local businesses to grow. 	<p>Nottingham Castle is a Nottingham landmark and Buckingham Palace is a London landmark).</p>	
Skills	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Use a map to identify the United Kingdom and name its 4 countries. Use a map to locate the 4 capitals of the 4 countries in the UK. • Use a map to locate the North Sea, the English Channel, the Irish Sea and the Atlantic Ocean. Use compass points to locate the North Sea, the English Channel, the Irish Sea and the Atlantic Ocean in comparison to each other and the countries. • Use aerial photographs to recognise features (human or physical). Identify & label on a map geographical features which are a characteristic of each country (rivers, hills, rural areas, cities, towns). • Use locational and directional language (above, below, beside) to find the location of features on a map. Use simple compass directions. (North, South, East and West) and locational and directional language to find 	<ul style="list-style-type: none"> • Use a world map to locate the United Kingdom. • Use a map of the United Kingdom to locate Skegness. • Use basic geographical vocab to refer to key human features. • Use basic geographical vocab to refer to key physical features. • Use locational knowledge to describe where key human features are at the seaside. Use basic symbols in a key to places human features on a map at the seaside.



St Augustine's Long Term Plan - Geography Intent



		the location of features on a map in comparison to each other.	
Diversity Links	Refer to school website and photographs to reflect how racially and culturally diverse Nottingham is as a city and community.	Understand the importance of the British Values in protecting our diverse community: Democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs.	Refer to Hilary Lister – a quadriplegic sailor. Hilary Lister, who was paralysed from the neck down, became famous after she used the “sip-and-puff” system for steering and controlling a yacht’s sails by blowing and sucking through plastic straws (see video to explain this). She became the first quadriplegic person to sail across the Channel in 2005 and then the first quadriplegic woman to sail around the Isle of Wight in 2007. Two years later she sailed solo around Britain.
Vocabulary	Sherwood, forest, hill, River Trent, riverbank key human features, including: city, town, village, factory, house, flats, office, church, school, castle, shop, restaurant, cinema, ice stadium, football ground, Trent Bridge Cricket ground, Holme Pierrepont, tramline, bus route, Trent Bridge, tourism, near, far, left, right, north, east, south, west, compass points	United Kingdom, country, England, Scotland, Wales, Northern Ireland, north, east, south, west, rivers, hills, rural areas, cities, towns, compass	Skegness, coast, coastline, beach, seaside, cliffs, beach, cliff, coast, sea, ocean, rock pool, waves, high tide, low tide, hotel, pier, fish and chip shops, amusement arcade, fun fair, souvenir shops, near, far, beside, behind, in front, left, right

Knowledge in red is aimed at year 3, Knowledge in green is aimed at year 4, Knowledge in black is aimed at both year 3&4			
Year 3/4 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	UK	The Water Cycle <i>Human & Physical Geography</i>	CAFOD Linked to our Global World
National Curriculum	Locational Knowledge <ul style="list-style-type: none"> Name and locate counties and cities of the UK Physical & Human Characteristics <ul style="list-style-type: none"> Identify Human Physical and topographical features: hills/mountains/rivers/Climate 	Human and physical geography: describe and understand key aspects of the water cycle. Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate features studied.	Human and physical geography Human impact on the physical world-Explicit Geography 2015-Pope Francis-Encyclical Letter-Laudato Si-Care for our common home

	<ul style="list-style-type: none"> Understand how they've changed overtime. 	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (use of OS maps) to build their knowledge of the UK and the wider world.</p>	
Core Knowledge	<ol style="list-style-type: none"> Know the difference between a country and a city. Know that Nottingham is a city in the UK and Nottinghamshire is a county in the UK. Know and explain information about Nottingham and Nottinghamshire. Know the name and location of counties of the United Kingdom. Know how to place how the country of England can be split up into regions. Know the name and location of the UK's major cities. Know the difference between a town and a city and describe where different towns and cities are in relation to one another. Know that the climate of the UK is mostly similar in all the UK countries. Know and explain why the climate in the UK is similar in all the UK countries. Know the geographical regions and their identifying human characteristics. Know the geographical regions and their human characteristics and key topographical features. Know the geographical regions and their identifying physical characteristics. Know the geographical regions and their physical characteristics key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. 	<ol style="list-style-type: none"> Know that rivers, lakes and oceans are physical water features. Know that water on land can take different forms and be able to describe these forms and name some UK rivers, lakes. Know what an ordinance survey map is and use it to locate local lakes and rivers. Know how to use a four-figure grid references to locate lakes, rivers and oceans on an OS map. Know the features of a water cycle. Know that the Sun heats up water on land, in rivers, lakes and seas and turns it into water vapour which rises into the air. Know that water evaporates due to heat and rises into the air. Know that water vapour in the air cools down and changes back into tiny drops of liquid water. Know that clouds are formed from condensed water in the air. Know that water vapour condenses into a liquid when it cools. Know that the clouds get heavy and water falls back to the ground in the form of precipitation (rain or snow). 	<p>Introduction</p> <p>https://www.bbc.co.uk/bitesize/guides/zwjjjxs/revision/</p> <ol style="list-style-type: none"> Know that Pope Francis has written a letter addressed to every person on the planet, asking us all to protect the earth (Laudato Si' for children CAFOD). https://cafod.org.uk/education/primary-teaching-resources/laudato-si-for-children Know the key contributing factors to local climate change. Know the key contributing factors to global climate change. <p>Teacher Point</p> <p>Laudato Si' discusses the damage being inflicted on the Earth by humans and calls on 'every person living on this planet' to make urgent changes to our lifestyles and how we consume energy in order to protect the planet. It deals with many environmental issues including pollution; climate change; water; loss of biodiversity and decline in the quality of human life. In his letter Pope Francis implores us to work together to create a better world for future generations and asks us to make the necessary changes in our lives in order to take care of, respect and value our 'common home'.</p> <ol style="list-style-type: none"> Know what climate change is. Know what causes it. Know how it affects the planet. Know what extreme weather is and identify extreme weather events. Know what causes extreme weather.

	<p>7. Know and understand how some of these aspects have changed over time. Know and explain how some of these aspects have changed over time.</p>	<p>Know that rain water runs over the land and collects in lakes or rivers, which take it back to the sea.</p> <p>4. Know the exact components of the water cycle, independently (through a diagram/ through an exploded diagram) (ES/FM)</p> <p>5. Experiment lesson (ES/FM)</p> <p>6. Enrichment (ES/FM)</p>	<p>Know how it affects the planet Know the impact it has on daily lives</p> <p>Teacher Point Most recent- temperatures in Britain more than 40 degrees in the summer of 2022/1987 Britain's first sting jet/2004 tsunami.</p> <p>5) Know the different ways in which people can take action against climate change. Know how to take action at a local level. Know how to take action at a global level.</p> <p>Teacher Point Children to recognise and acknowledge their own voice and the difference it can make in the fight against climate change eg. Greta Thunberg-See Diversity Links for more information.</p>
<p>Wider Knowledge</p>	<ul style="list-style-type: none"> Know where we are based in Nottingham and it is a city. Know that London is the capital (built on from yr2) Know facts and features about our local area Nottingham- Goose fair, Wollaton etc. Know we are central and therefore have great links. Know why these links are so important Know we are near motorways, airport and sea links. Know what cities we are near and which are coastal and what that means. Know and describe and understand key aspects of: land use, economic activity including trade links Grid references from maths to read and make maps (2 figure and 4) 	<ul style="list-style-type: none"> Know that Severn Trent water provides water for the East Midlands. Know that reservoirs are human made lakes to store to store water. Know that reservoirs are human made lakes created by the damming of rivers to serve one or more purposes, such as hydropower, water supply for drinking water, irrigation and flood protection. Know settlements often occur near a water source. Know that precipitation can be rain or snow. Know that snow is caused by water falling at temperatures below zero. Know that some areas of the world experience higher levels of precipitation than others. 	<ul style="list-style-type: none"> Understand what human geography includes- building, deforestation and waste. Know our planet is affected by both people and our habits. Know the damages the world is facing and what needs to be done. Link to RE lessons- community, gifts, self-discipline, CAFOD focus day. Begin to explore tourism and its impact Answer and ask questions linked to independent research. Know about extreme weather, the process involved and the causes and effects of extreme weather as well as understanding the impacts of humans upon the earth. Know where the polar areas of earth are and how global warming is affecting that and the knock on effects.

<p>Skills</p>	<ul style="list-style-type: none"> • Read an Ordinance survey map. • Be able to use grid references. • Use a scale on a map. • Describe and understand key aspects of physical geog including rivers, mountains etc. • Describe and understand key aspects of human geog including land and water use. • Use fieldwork to observe, measure and record features using- digital photos and sketch maps. 	<ul style="list-style-type: none"> • Use all geographical terminology to accurately describe the water cycle (evaporation, water vapour, condensation, precipitation etc.) • Represent the water cycle using diagrams. Explain the water cycle using geographical terminology and exploded diagrams. • Identify rivers, oceans and lakes on a map using a key. Use four-figure grid references to locate rivers, oceans and lakes on a OS map. • Use Google earth to locate the River Trent and identify where it flows into the sea and name the sea. • Use an aerial map to identify that settlements occur near water sources and are often more highly populated and explain why this is. 	<ul style="list-style-type: none"> • Use maps and identify areas of change over time and the causes. Make comparisons. • Gather information and data to deepen understanding of geographical process. • Compare different regions and environments. • Use grid references, directional language, symbols and keys on a map.
<p>Diversity Links</p>	<p>Strong mix of ethnicities in Nottingham, look at website or within classes to show the diversity of our town and community.</p> <p>British sign language (BSL)- a form of sign language developed in the UK and is the first or preferred language among the Deaf community in the UK.</p>		<p>Swedish student Greta Thunberg was 15 when she made her parent reduce their carbon footprint. She is now an 19yr old environmental activist who is known for challenging world leaders to take immediate action for climate change.</p>
<p>Vocabulary</p>	<p>City, town, capital, inland, topographical, ordinance survey map, land use, transport links, local, physical, human, hills, mountains, , oceans, seas, mountains, rivers, climate, coast man-made</p>	<p>The water cycle, evaporation, water vapour, condensation, cloud, lake, river, sea, ocean, precipitation, rain, snow, Ordnance Survey map, four-figure grid references, easting reference, northing reference.</p>	<p>Extinct, deforestation, pollution, climate, ozone, global warming, carbon footprint, ice caps, sea level, damage</p>



St Augustine's Long Term Plan - Geography Intent

Knowledge in red is aimed at year 5, Knowledge in green is aimed at year 6, Knowledge in black is aimed at both year 5 & 6			
Year 5/6 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	World Countries LOCATIONAL KNOWLEDGE Locate using maps the countries of North America including major cities. Identify in relation to the equator/northern hemisphere/southern hemisphere/artic and Antarctic /time zones prime/Greenwich/Meridian Key physical and human characteristics- Environmental regions	EXTREME EARTH: Biomes and Vegetation Belts Physical Geography	GLOBAL TRADE https://www.rgs.org/schools/teaching-resources/global-trade/how-did-trade-get-global/ <i>(Lesson Teacher Support)</i>
National curriculum	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including climate zones and biomes. • 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 	<ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Core Knowledge	<ol style="list-style-type: none"> 1. Know how to identify North America and know it is organised into areas. Know how to identify the countries of North America and locate them on a map. 2. Know some key physical and human characteristics of North America. 	<ol style="list-style-type: none"> 1. Know that biomes are areas of the planet with similar climates, landscapes, animals and plants. Know what lives in a biome depends on: how warm or cold, dry or wet it is and how fertile the soil is. 	<ol style="list-style-type: none"> 1. Know what Trade is Know that through time, trade has become increasingly global. Know why trade has become increasingly global. <p><i>Teacher Point: Lesson 1-Key Questions:</i></p>

	<p>Know and compare the key physical and human characteristics and major countries within North America.</p> <p>3. Know the location of North America and some countries in relation to the equator, Northern Hemisphere, and Southern Hemisphere. Know the location of North American countries in relation to the equator, Northern Hemisphere, and Southern Hemisphere.</p> <p>4. Know the climates in North America. Know and compare the climates in North America and identify climate patterns.</p> <p>5. Know and compare the environmental zones of the countries in North America and how they differ due to the position of the earth. Know and compare the environmental zones of the countries in North America and how they differ due to the position of the earth and calculate what time zones they are in.</p> <p>6. Know how to compare a region in the UK with a region in North America. Know how to compare a region in the UK with a region in North America considering both physical and human features.</p>	<p>2. Know the 6 main types of biomes: rainforests, desert, savannah, woodlands, grasslands, tundra. Know the key features of the different biomes.</p> <p>3. Know the location of the different biomes on a world map. Know how to use an 8-point compass to locate different types of biomes on a world map.</p> <p>4. Know the link between a biome's characteristics and its location in relation to the Equator.</p> <p>5. Know why the different biomes matter to the rest of the world e.g. rainforests. Know the impact humans are having on the biomes e.g. climate change, deforestation.</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • What is 'trade'? • Could you live without trade? • What different scales can goods be exchanged at? • What makes trade 'global'? • How and why has trade changed through time to become global? • What was trade like during each time period? • Where do the products we buy come from? <p>2. Know the terms import and export. Know the geographical reasons why we buy food. Know that food we buy in local supermarkets comes from locations all over the world in all seven continents. Know where popular foods are sourced and that not all foods are sourced within the UK.</p> <p>Teacher Points: Lesson 2-Key Questions:</p> <ul style="list-style-type: none"> • What resources do different regions have? • Where do the food products we buy come from? • Why do we import food? • What are imports and exports? • What do different countries import and export? <p>3. Know that different products have multi-stop journeys before reaching the shops.</p>
--	---	---	---

			<p>Know why different products have multi-stop journeys before reaching the shops.</p> <p><i>Teacher Points: Lesson 3-Key questions</i></p> <ul style="list-style-type: none"> • What products does the UK export to other countries? • What are 'trade links' and 'trade partners'? • Which countries does the UK export the most to? • Does the UK export raw materials or manufactured goods? <p>4.Know what Fairtrade is Know the positive impact that buying Fairtrade products has on communities in other countries. Know the impact Fairtrade has on more economically developed and less economically developed countries and why it is a significant initiative.</p> <p>5/6.Know how and why human and physical geography of a country determines its highest value export ***over 2 lessons due to case study focus and research***</p>
Wider Knowledge	<p>Know where America is in relation to the UK and the difference in size.</p> <p>Know and name the seven continents, focusing on North and South America. (Europe from Yr 3/4)</p> <p>Know where the equator runs and what it means for the countries nearest to it.</p> <p>Know the scale of America.</p>	<p>Know importance of environmental damage on our world biomes (eg polar ice caps) and how we can address this (citizenship).</p>	<ul style="list-style-type: none"> • Know which human activities are disturbing the ecosystem. • Know that humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Know that these changes have triggered climate change, soil erosion, poor air quality, and undrinkable water.

	<p>Know facts about America- President, capital, currency etc Know that North America has 23 countries. Know that they speak mainly English, Spanish then French. Know America has many different biomes and land uses. Know how land use has changed over time due to weather and population. Know it is a very large country with a large varied population. Know that North America is bigger than South America Know that North America is the 3rd largest of the continents, bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. Know North America has three main largest countries: Canada, Mexico, and the United States. Know that Central America and the Caribbean are usually considered part of North America. Know that Columbus mostly discovered America, there were plenty of people already living in North America prior to the Europeans having arrived. This included many Native American tribes in the United States and the Aztec civilization in what is now Mexico. Know that the longest river in North America is the Mississippi.</p>		<ul style="list-style-type: none"> • Know to what extent our planet is affected by both people and our habits. • Know the damages the world is facing and what needs to be done to slow that. • Link to RE lessons- community, gifts, self-discipline, CAFOD focus day. • Know about what a human footprint includes and what can be done to slow the damage. • Know where the key affected areas are –polar, oceans, forests. • Know what the climate risk index is and what countries are most affected. • Know where these places are on the map and be able to explain why their location affects their risk.
<p>Skills</p>	<p>Use aerial photo's maps and topography to observe the environmental regions, key physical and human characteristics and major countries. Use maps and google earth to see key topographical features (including hills, mountains, coasts and rivers)</p>	<ul style="list-style-type: none"> • Use a world map to plot the location of different biomes. Know how to use 8 points of the compass to locate biomes on a world map. • Make links between the Equator and the tropics to climate of different biomes. 	<p>1. Research a trade time period (Stone Ages, 17th Century, 21st Century). Create a timeline to present to class. Research a trade time period (Stone Ages, 17th Century, 21st Century). Create a timeline to</p>

	<p>Label a map of North America Understand the scale and compass directions to accurately label and name places.</p>	<p>Use knowledge of biomes to make suggestions for places in the world where there may be specific biomes e.g. deserts, woodlands.</p> <ul style="list-style-type: none"> Read line graphs to explain the climate of different biomes. Create line graphs to explain the climate of different biomes. 	<p>present to class explaining why trade was carried out this way.</p> <ol style="list-style-type: none"> Using food labels (or pictures of) determine where the food has been imported from and present findings in a table. Using food labels (or pictures of) determine where the food has been imported from and showing this on a map. Create a story board of a products journey. Compare 3 products (unpackaged fruit, cotton, aluminium) multi-stop journey before reaching the shops, giving reasons. Record and compare the data on Fairtrade and non-Fairtrade prices in a table before creating a barchart. Explain the positive impact of buying Fairtrade. Record and compare the data on Fairtrade and non -Fairtrade prices in a table before creating a bar chart. Create a short argument to present to the class persuading the class to buy Fairtrade with emphasis on explaining why Fairtrade costs more. 5&6. Research using the suggested websites to become an 'export expert' from given location (N. America, Central America and the Caribbean, S. America, Europe, Middle East and Central Asia, Africa) teaching their class mates the ways in which physical and human geography determines the highest value natural resources and why. (Using a wide range of presentational methods e.g. PowerPoint, diagrams, data, photos, graphs)
<p>Diversity Links</p>	<p>Black lives matter- movement which helps fight discrimination toward people of colour.</p>		<p>Recap on learning from (YR3/4 CYCLE A) Swedish student Greta Thunberg was 15 when she made her parents reduce their carbon footprint. She is</p>



St Augustine's Long Term Plan - Geography Intent



	<p>In 2012 African American teenager Trayvon Martin (17) was followed by a police officer who thought he was suspicious and got into an argument with him. Zimmerman then shot and killed Martin. In 2020 a man named George Floyd was unjustly killed by the police.</p>		<p>now a 19yr old environmental activist who is known for challenging world leaders to take immediate action for climate change. Focus on Children and youth leading the fight against climate change.</p> <p>As the world is home to the largest generation of youth in history- 1.8 billion young people between the ages of 10 to 24. These young people will suffer the consequences and will bear the costs of inaction on the climate crisis unless they act now to protect their future world.</p> <p>Young people are determined not to simply be victims of climate change. Children and youth have discovered their massive power to hold decision-makers accountable. In September 2019 more than 46 million young people and children from over 150 countries around the world went on a climate strike considered as the largest demonstration in history.</p>
Vocabulary	<p>Countries, North America, cities, population, land-use, equator, northern hemisphere, southern hemisphere, artic, temperature, climate, Antarctic, time zones, prime, Greenwich, Meridian, physical, human, environmental, housing, coastal, oceans</p>	<p>biome, rainforest, desert, savannah, woodland and grassland, latitude, longitude, the Equator, Tropic of Capricorn, Tropic of Cancer, vegetation belt, compass points, adaption, climate, line graph, North, North East, East, South East, South, South West, West, North West.</p>	<p>Economic activity, trade, global, tradelinks, settlement, import, export, global, distribution, Fairtrade, natural resources, carbon footprint, minerals, local, value export, multi-stop journeys, more economically developed, less economically developed</p>