

# Geography | Intent and Implementation



## Why do we teach geography?

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote our children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

## What is our curriculum aim?

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge



# Geography | Intent and Implementation

## How is geography taught?

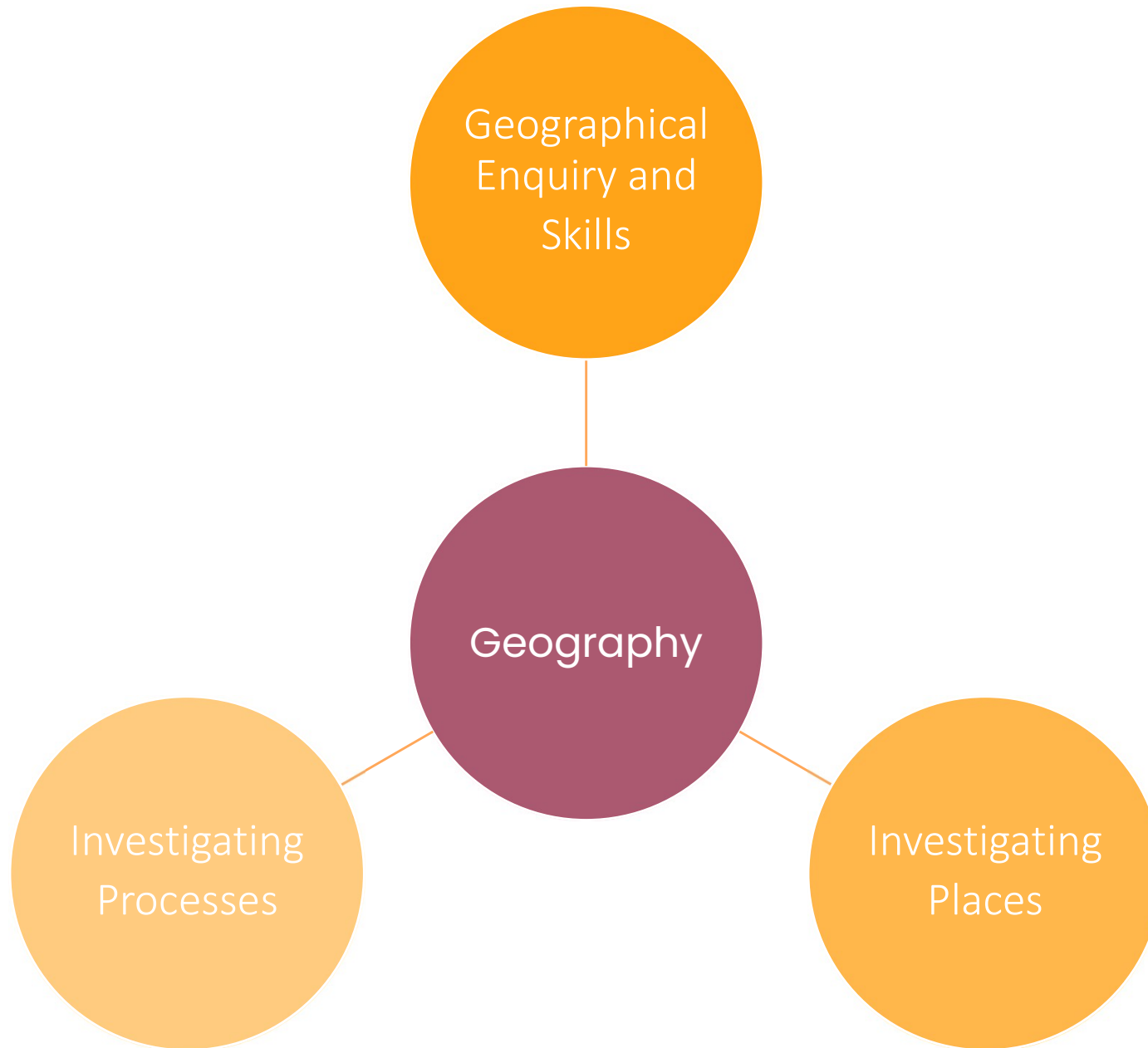
Geography programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage from EYFS and across Key Stage 1 and 2. Geography is taught as part of our creative curriculum with each year group following a topic/ theme with knowledge and skills interlinked.

The teaching, learning and sequencing of the curriculum follows:

- A progression of skills that is organised into three key concepts: Geographical enquiry and skills, investigating places and investigating patterns for each year group.
- Each theme will be taught explicitly through exciting content blocks, including links to other areas of the curriculum
- Fieldwork allowing pupils to explore their local area
- A teaching sequence that begins with a 'hook', builds knowledge and skills and concludes with a reflection including trips and showcases to an audience



# Geography | Key Concepts



# Geography | Content Spine



	Autumn	Spring	Summer
Y1		<b>Continents and Countries</b> A study of continents and oceans of the world	<b>Our Local Area</b> A study of the local area using maps and area photographs
Y2	<b>Coasts</b> A study of coasts and seaside towns in the United Kingdom	<b>Non- European Country Studies</b> Investigating processes and investigating places with a local area comparison.	
Y3	<b>Investigating processes</b> Mountains, Volcanos and earthquakes	<b>Investigating places : Egypt</b> A study into the physical and human geography of Egypt	<b>Physical Geography</b> South America & Rainforests
Y4	<b>Locational knowledge</b> UK cities and Counties. Geographical regions and their human and physical characteristics and land use patterns and understand how some of these aspects have changed over time.	<b>Rivers, Coasts and the Water Cycle</b> <b>Identify human and physical characteristics including coasts and rivers</b> land use patterns and understand how some of these aspects have changed over time.  <b>Investigating places : Africa</b> A study into the physical and human characteristics of Africa.	
Y5		<b>Explorer Skills</b> Development of key skills such as map reading and compass directions Local geography	<b>Greece</b> A study into the physical and human geography of Greece
Y6	<b>Enquiry skills</b> Word : locational and place knowledge		<b>Migration</b> identify ways in which human activity can affect the physical features of a locality Trade links and distribution of natural resources

# Geography | Progression Map – Geographical Enquiry and Skills



## Year 1

### Collecting evidence

- draw pictures or take photographs of places I have studied

### Identify features

- describe places in relation to another (e.g. far, near, north, south)

### Fieldwork

- use aerial photographs and maps to identify features in the local area

### Mapping

- draw a map of the classroom, school or local area
- mark known locations on a map of the British Isles or a map of the local area
- make a map of a place I am learning about, using geographical words and symbols

## Year 2

### Collecting evidence

- describe a place's physical appearance (e.g. natural, built) using visits, photographs or videos

### Identify features

- identify and draw pictures of features that I like or dislike and explain why

### Fieldwork

- explore areas being studied through real or virtual visits

## Year 3

### Collecting evidence

- use an Atlas and other sources efficiently to find information about a locality

### Identify features

- use the terms physical and human accurately and give examples of these features

### Fieldwork

- plan a route using four points of a compass

### Mapping

- look at maps of areas and identify geographical features

## Year 4

### Collecting evidence

- use globes and maps to explore places around the world
- develop a list of geographical terms to use in my own work (e.g. biomes)

### Identify features

- make detailed sketches of the physical and human features of a location

### Fieldwork

- plan a route using eight points of a compass

### Mapping

- draw maps and plans of places being studied including keys, grid references and symbols

## Year 5

### Collecting evidence

- know that globes are divided into latitude, longitude and time zones
- use a range of resources efficiently to find out about places around the world

### Identify features

- describe physical and human features of a place being studied

### Fieldwork

- make field sketches and label them with geographical terms

### Mapping

- make detailed maps of places being studied
- understand scale of maps

## Year 6

### Collecting evidence

- use knowledge of time zones to work out journey times around the world

### Identify features

- understand how physical features of a location can affect human activity

### Fieldwork

- make detailed sketches of locations, showing layouts, patterns or movement

### Mapping

- draw maps and plans of localities using keys, grid references, OS symbols, compass rose and scale

# Geography | Progression Map – Investigating Places



## Year 1

### **Describing places**

- describe people and places outside of the United Kingdom

### **Naming and linking locations**

- name and locate the four countries in the United Kingdom
- describe where somewhere is and how you might get there

### **Comparing places**

- describe the similarities and differences between two different places

## Year 2

### **Describing places**

- decide whether a place is a city, town, village, coastal or rural area using knowledge of the features

### **Naming and linking locations**

- identify parts of the coastline (e.g. beach, cliffs, caves)
- describe where somewhere is using names of cities, countries or continents

### **Comparing places**

- describe how a place has changed over time

## Year 3

### **Describing places**

- describe a place using geographical language

### **Naming and linking locations**

- name significant places and features of Egypt (e.g. the location of the river Nile)

### **Comparing places**

- compare places where people live and give reasons for the differences

## Year 4

### **Describing places**

- describe where places are using compass points, cities, countries or other geographical features

### **Naming and linking locations**

- name and locate major cities, seas, rivers and mountains in Africa
- identify the position of latitude, longitude, equator and hemispheres

### **Comparing places**

- compare places using physical and human features for comparison

## Year 5

### **Describing places**

- describe places in terms of its economic development as well as other features
- describe where places are in relation to other places and geographical features

### **Naming and linking locations**

- name the significant places and geographical features of a place being studied
- name and locate countries, capitals, mountains, seas and rivers within Europe

### **Comparing places**

- compare places being studied with my home country

## Year 6

### **Describing places**

- confidently describe locations and features of places using a wide range of geographical vocabulary

### **Naming and linking locations**

- name and locate human and physical features of places being studied (e.g. South America)

### **Comparing places**

- compare and contrast places being studied and give reasons for these differences

# Geography | Progression Map – Investigating Processes



## Year 1

### Patterns

- make observations about where things are located

### Physical Processes

- keep a class weather chart and discuss changes
- understand that different parts of the world have different weather

### Environmental Change

- suggest ways to improve the local area

## Year 2

### Patterns

- recognise some changes in physical and human features (e.g. flooding)

### Physical Processes

- understand that weather changes according to seasons and localities

### Environmental Change

- suggest solutions to different points of view as to how a locality can be improved

## Year 3

### Patterns

- describe settlements and land use of localities studied

### Physical Processes

- describe natural resources and how these have changes over time

### Environmental Change

- summarise an environmental issue in the local area or an area being studied

## Year 4

### Patterns

- describe a settlement and its land use, including economic activity and trade links

### Physical Processes

- demonstrate an understanding of earthquakes and volcanos

### Environmental Change

- to understand that different localities have different biomes and climates

## Year 5

### Patterns

- identify ways in which human activity can affect the physical features of a locality

### Physical Processes

- describe climate zones and biomes in areas being studied

### Environmental Change

- summarise an environmental issue, its possible causes and solutions in a locality being studied
- suggest several ideas on how a locality being studied could be improved

## Year 6

### Patterns

- identify the parts of a coastline (e.g. river mouth, beach, cliffs, stacks, caves)

### Physical Processes

- explain the process of erosion and deposition and how these can affect human activity

### Environmental Change

- describe and show an understanding of change in climate within localities studied
- summarise ways that people are trying to manage an environment

# Geography | Knowledge Organiser: Year 1 – Passport to the World



## Key Facts

There are seven continents:

- Europe – the continent where we live. It also has the two smallest countries in the world: Vatican City and Monaco.
- Asia – the largest continent. It has the biggest land area and the world’s biggest population.
- Africa
- North America – there are 23 countries in total on the North American continent.
- South America – has 12 countries. The largest of these is Brazil.
- Antarctica – the smallest continent by population. The continent is covered almost completely with ice, and there are only research stations for scientists to live in.
- Australia (also known as Australasia or Oceania) – the smallest continent on the planet.



## Key vocabulary

<b>school</b>	a place where pupils go to learn
<b>home</b>	a place where people live – these can be detached, semi-detached, terraced or flats etc
<b>address</b>	the location of a building – includes a house number and street name
<b>compass</b>	a tool used to describe directions
<b>directions</b>	north, south, east, west, up, down, left, right etc
<b>street map</b>	a map of the roads and facilities of a local area
<b>buildings</b>	places that can be homes, businesses, schools or places of worship for example
<b>position</b>	the location of a place on a map, for example
<b>route</b>	the journey from one place to another
<b>locate</b>	to find the position of someone or something
<b>fieldwork</b>	the task of finding out information about places (e.g. a local area walk)

# Geography | Knowledge Organiser: Year 1 – Our local area



## Key Facts

- Our school is Badgemore Primary School
- Our school has classrooms, a library, a hall, offices and lots of outside areas.
- Our school is in Henley-on-Thames.
- Henley-on-Thames is a town in Oxfordshire.
- Oxfordshire is in England, which is part of the United Kingdom.
- Henley-on-Thames has lots of facilities, such as the playgrounds, churches, a cinema, a golf course, shops, houses and schools.
- There are lots of different types of houses and homes in our local area.



## Key vocabulary

<b>school</b>	a place where pupils go to learn
<b>home</b>	a place where people live – these can be detached, semi-detached, terraced or flats etc
<b>address</b>	the location of a building – includes a house number and street name
<b>compass</b>	a tool used to describe directions
<b>directions</b>	north, south, east, west, up, down, left, right etc
<b>street map</b>	a map of the roads and facilities of a local area e.g. Finchampstead
<b>buildings</b>	places that can be homes, businesses, schools or places of worship for example
<b>position</b>	the location of a place on a map, for example
<b>route</b>	the journey from one place to another
<b>locate</b>	to find the position of someone or something
<b>fieldwork</b>	the task of finding out information about places (e.g. a local area walk)



# Geography | Knowledge Organiser: Year 2 - Coasts



## Key Facts

- The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.
- The capital cities are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland)
- The British Isles are surrounded by seas and oceans - the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean.

### How can I stay safe at the beach?

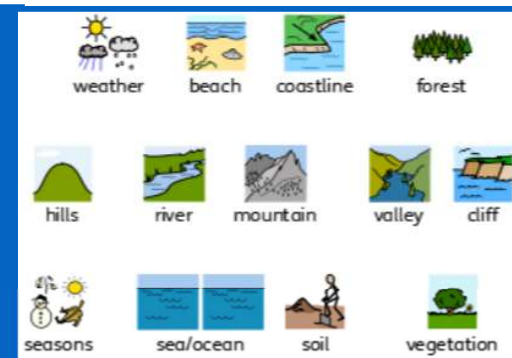
- Always wear sun cream to protect your skin
- Swim where a lifeguard or adult can see you
- Don't float where you can't swim
- Understand the beach safety flags



### Human Geographical Features



### Physical Geographical Features



### Key vocabulary

<b>beach</b>	the land at the edge of a the ocean or sea
<b>cliff</b>	a high, steep face of rock or earth
<b>coast</b>	the land next to the ocean
<b>dock</b>	a raised platform that is built out into the water
<b>hill</b>	a naturally raised area of land which is not as high as a mountain
<b>lighthouse</b>	a tower with a flashing light for guiding ships and warning them of dangers in the water
<b>mountain</b>	a land mass with great height and steep sides that is higher than a hill
<b>ocean/sea</b>	the vast body of salt water covering most of the earth's surface
<b>port</b>	a place where ships load and unload, and its nearby a town or city
<b>river</b>	a large, natural stream of fresh water that flows into the sea or lake.
<b>season</b>	one of the four parts of the year; spring, summer, autumn, and winter



# Geography | Knowledge Organiser: Year 2 – Non European



## What I Should Already Know:

- The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.
- Each country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).
- The United Kingdom is surrounded by four seas.
- There are 7 continents in the world and between these continents are 5 oceans.

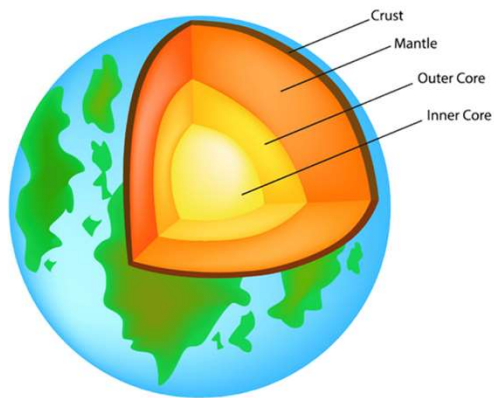
Key vocabulary	
<b>map</b>	Representation of an area of land showing features.
<b>atlas</b>	A book of maps.
<b>United Kingdom</b>	An island nation made up of four countries.
<b>key</b>	The information needed for a map to make sense – symbols and colours
<b>human features</b>	Landmarks, features or buildings that are built by humans.
<b>physical features</b>	Natural features that are part of the landscape.
<b>Aerial photographs</b>	Photographs taken from an aircraft or flying object.
<b>continent</b>	One of the earth's seven main areas of land.
<b>landmark</b>	Object or feature of an area that is easily recognisable and seen from a distance.
<b>ocean</b>	A large area of salt water between continents.



## What I will learn:

- Geography and Culture of Henley (England) including human features, physical features, food, clothes, transport, social activities.
- Geography and Culture of 3 non-European countries including human features, physical features, food, clothes, transport, social activities.

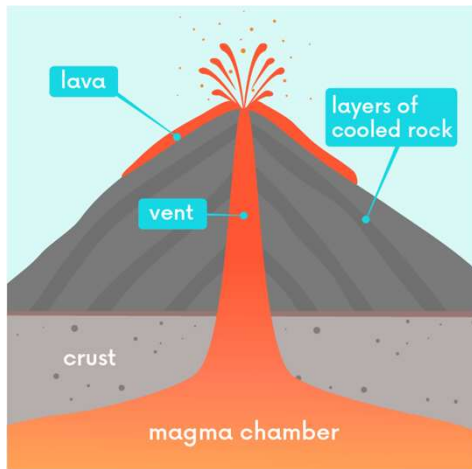




A **volcano** is an opening in the Earth's crust where **magma** escapes to the surface. When magma reaches the surface, it is called **lava**.

### 3 types of volcano:

Volcano type	Description	Example
Active	Currently erupting or recently erupted.	Mount Etna (Italy)
Dormant	Not erupting but might in the future.	Mount Fuji Japan)
Extinct	No longer capable of erupting.	Ben Nevis (Scotland)

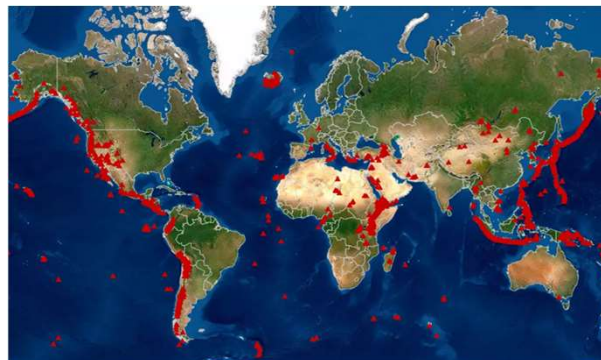


### How Are Volcanoes Formed?

**Tectonic plates** move and create cracks in the Earth's crust. Magma rises through these cracks, forming a volcano.

### Why Do Volcanoes Erupt?

Heat inside the Earth melts rock into magma. Magma builds **pressure** and forces its way to the surface, causing an **eruption**.



Volcanoes around the world

### Key Vocabulary

<b>Volcano</b>	A mountain that erupts with molten rock (lava), gases, and ash.
<b>Magma</b>	Molten rock beneath the earth's surface.
<b>Lava</b>	Molten rock that flows out of a volcano during an eruption.
<b>Crater</b>	The bowl-shaped opening at the top of a volcano.
<b>Eruption</b>	The sudden and violent release of magma, gas, and ash from a volcano.
<b>Ash Cloud</b>	A cloud of ash formed during a volcanic eruption.
<b>Pyroclastic flow</b>	A fast-moving, extremely hot current of volcanic ash, rock, and gas that can be deadly and destructive.
<b>Tectonic plates</b>	Large pieces of the Earth's crust that move and cause earthquakes/volcanoes.
<b>Ring of Fire</b>	A major area in the Pacific Ocean where many volcanoes are found.

World Map showing **Tectonic Plates**

### Fun facts

- The word volcano is derived from Vulcan, the Roman god of fire.
- Iceland is home to more than 30 active volcanoes.
- The **Ring of Fire** contains about 75% of the world's volcanoes.
- Magma turns into lava when it reaches the Earth's surface.
- Some volcanoes erupt explosively, while others have slow lava flows.

# Geography | Knowledge Organiser: Year 3 - Egypt



## Key Facts

- Egypt is a country in the continent of Africa.
- To the north of the country is the Mediterranean sea.
- Without the river Nile, all of Egypt would be desert.
- Most of the population of Egypt live near the banks of the river Nile.
- The capital is Cairo.
- The official language of Egypt is Arabic.
- The currency is the Egyptian Pound.
- Egypt is often divided into two sections: Upper Egypt in the south and Lower Egypt in the north.
- Only about 2.5cm of rain falls in Egypt each year.
- Egypt is home to a wide variety of animals and plants, including jackals, gazelles, crocodiles and cobras.

Key vocabulary			
<b>desert</b>	a large dry and barren landscape	<b>sections</b>	areas or parts of a land
<b>population</b>	the number of people who live in a certain area	<b>pyramids</b>	large ancient buildings which are tombs to past pharaohs
<b>Mediterranean</b>	a sea which divides Europe and Africa	<b>fertile</b>	able to grow crops and other plants
<b>capital city</b>	the main city within a country, normally where the government is based	<b>delta</b>	a triangular area of land where a river diverges

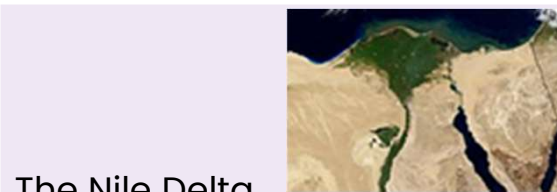
## Egyptian Flag



### The meaning of the colours of the Egyptian flag:

- red – sacrifice and blood of Egyptian heroes
- white – peace
- black – the dark period of occupation

## Physical Features of Egypt



The Nile Delta

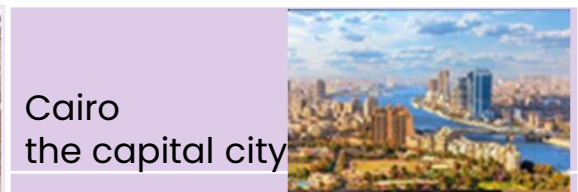


The Sahara desert

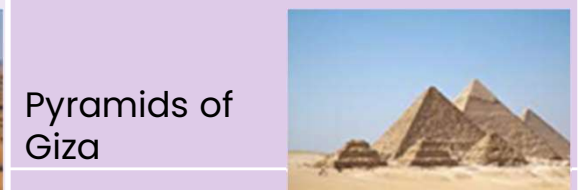


The river Nile

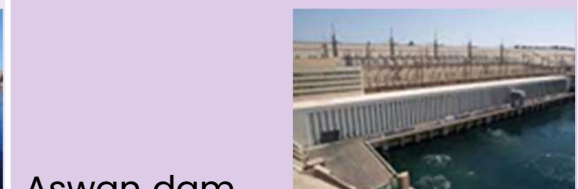
## Human Features of Egypt



Cairo the capital city



Pyramids of Giza



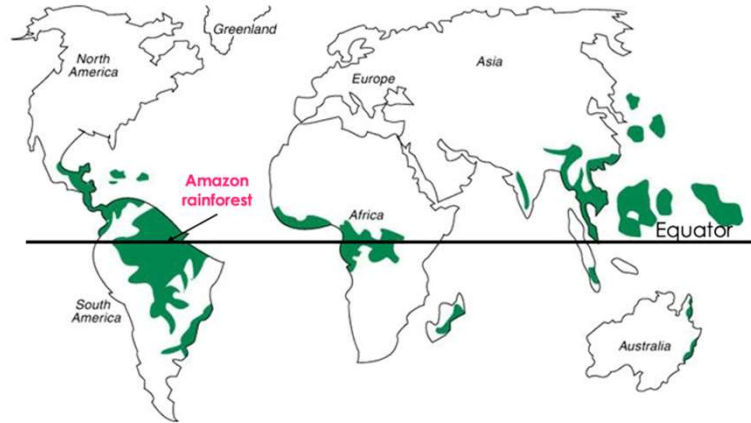
Aswan dam

# Geography | Knowledge Organiser: Year 3 - Rainforests



Key Vocabulary	
<b>climate</b>	The average weather conditions over a long period of time
<b>dense</b>	Closely packed together.
<b>equator</b>	An imaginary circle around the Earth which divides it into two equal parts.
<b>humid</b>	Feeling very damp due to water vapour in the air.
<b>oxygen</b>	The gas that humans and animals need to breathe in order to stay alive.
<b>species</b>	A group of similar animals or plants.
<b>tropical</b>	Somewhere that is warm all year round, but which has rainy seasons.

## Location of tropical rainforests



- They are habitats for millions of different animals and plants.
- The world's rainforests are found on the **equator**, where it is humid, there is lots of rain and the sunlight is directly overhead.

## The Amazon Rainforest

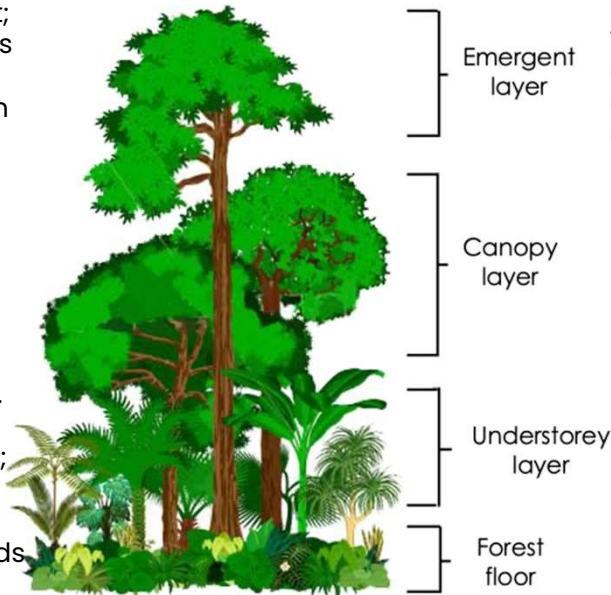
The Amazon rainforest is the largest tropical rainforest in the world. It is found in the continent of South America and spreads across nine countries.



- 2.5 million insect species
- 40,000+ plant species
- 3,000 edible fruits
- 2,000+ species of birds and mammals
- 2 million tourists per year
- 170 different languages spoken
- 250,000 native tribes currently live there

## Layers of the Rainforest

- **Emergent layer** – trees up to 70m tall; lots of sunlight; cold and windy; birds, bats and butterflies.
- **Canopy layer** – trees form a roof over the plants below; lots of sunlight but plenty of rain; lots of food for animals; snakes, toucans and treefrogs.
- **Understorey layer** – trees grow to less than 4m tall; very little sunlight; warm and humid; lots of insects.
- **Forest floor** – very few plants; almost no sunlight; leaves and debris decompose quickly; gorillas, anteaters, leopards and tigers.



## Deforestation

Trees are cut down:

- To create fields for farming cattle and growing crops.
- To produce timber and wood pulp to make furniture and paper.
- To create space for housing.

## Positive Impacts

- Jobs are created in logging and transporting timber and manufacturing products.
- Selling land raises money for local people.

## Negative Impacts

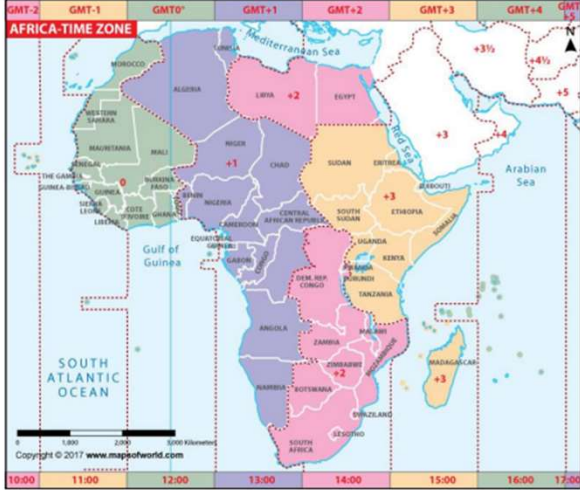

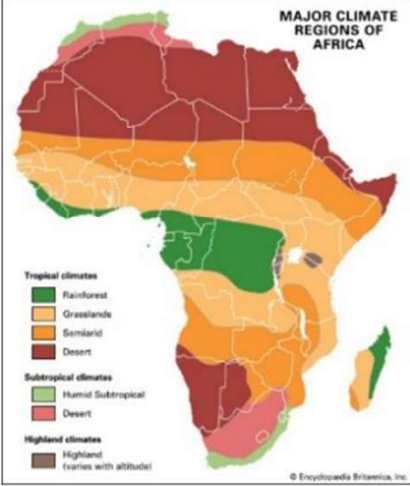
- People's homes are destroyed.
- Animals and plants may become extinct through habitat loss.
- Plants that may have been useful could be lost.

## What can we do to protect the Rainforest?

- Use both sides of a piece of paper and use pencils until they are stubs.
- Use eBooks or a library rather than buying new books.
- Turn off lights and electrical items when not in use.
- Buy Fairtrade fruit, vegetables, chocolate and coffee.

# Geography | Knowledge Organiser: Year 4 - Africa



<p>Africa is a more diverse place than is stereotypically perceived. There is great variation in terrain, climate and natural resources.</p>		<p>Map showing the different time zones of Africa.</p>		<p>Natural Resources found in Africa</p>
<p><b>Vocabulary</b></p>				<ul style="list-style-type: none"> <li>• Gas and oil</li> <li>• Copper and iron ore</li> <li>• Uranium</li> <li>• Gold and diamonds</li> </ul>
<p>diverse</p>	<p>If a group or range of things is diverse, it is made up of a wide variety of things.</p>	<p><b>Map of Africa</b></p> 		<p><b>Map of Africa</b></p>
<p>stereotype</p>	<p>A stereotype is a fixed set of characteristics that a lot of people believe represent a particular type of person or thing.</p>			<p><b>Key Mountain:</b> Kilimanjaro (5,895m high)</p>
<p>natural resources</p>	<p>Resources that exist or occur in nature and are not made or caused by people (e.g. wind, water, oil, metals).</p>			<p><b>Key Waterfall:</b> Victoria Falls (Zambia)</p>
<p>GMT Greenwich Mean Time</p>	<p>The standard time in Great Britain which is used to calculate the time in the rest of the world.</p>			<p><b>Key Desert:</b> Sahara (The largest in the world)</p>
<p>perception</p>	<p>Your perception of something is the way that you think about it or the impression you have of it.</p>			<p><b>Key Oceans / Seas:</b> Atlantic Ocean, Indian Ocean, Mediterranean Sea, Red Sea</p>
<p>time zone</p>	<p>Time zones give specific areas on the Earth a time of day that is earlier or later than neighbouring time zones.</p>	<p><b>Climate</b></p>	<p><b>Terrain</b></p>	<p><b>Key City:</b> Cairo, Egypt (population of 15.6 million people)</p>
<p>savannah</p>	<p>Open grasslands, usually with scattered bushes or trees</p>		<p>Africa has eight main physical regions:</p> <ul style="list-style-type: none"> <li>• the Sahara,</li> <li>• the Sahel,</li> <li>• the Ethiopian Highlands,</li> <li>• the savanna,</li> <li>• the Swahili Coast,</li> <li>• the rain forest,</li> <li>• the African Great Lakes</li> <li>• Southern Africa.</li> </ul> <p>Some of these regions cover large areas of the continent while others are remote areas. Each of these regions has unique animal and plant communities.</p>	
<p>semi-arid</p>	<p>Characterized by little rainfall and scrubby vegetation</p>			
<p>production</p>	<p>The process of making or growing something in large amounts.</p>			
<p>vegetation</p>	<p>Plants, trees, and flowers</p>			
<p>plateau</p>	<p>A large area of high and fairly flat land.</p>			

# Geography | Knowledge Organiser: Year 5 - Explorer Skills

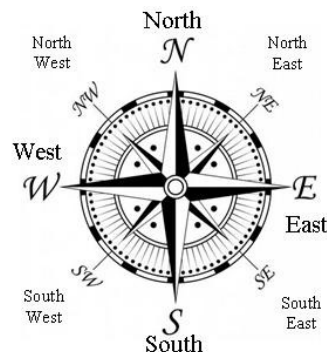
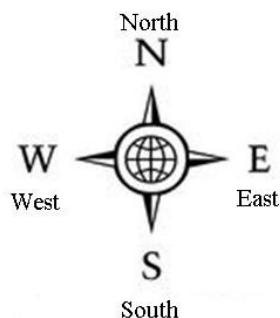


## Key Facts

- A compass can be used to identify eight compass points.
- Ordnance Survey (OS) is the national mapping service for Great Britain. It was originally used for military mapping.
- Ordnance survey maps are used to navigate and locate key features and facilities using symbols.
- Ordnance survey maps can identify hills and mountains using contour lines.
- An Ordnance survey map is divided into a grid of squares to help find places on the map.

## Key vocabulary

<b>compass point</b>	a direction on a compass: North, East, South, West, North-East, North-West, South-East and South-West
<b>Ordnance Survey</b>	the national mapping survey for Great Britain
<b>navigate</b>	to plan and direct a journey using a map
<b>locate</b>	to discover the exact position of something
<b>symbols</b>	a mark or character used to represent an object or purpose
<b>grid reference</b>	a map reference using letters or numbers which identifies a particular position



## OS Map Symbols

				Sch	PO	PC
					FB	

1:25 000 scale Explorer™

OS Map Symbols: Explorer 1:25,000 scale, 2015 edition. Ordnance Survey is a registered trademark of Ordnance Survey Limited. © Crown Copyright and Ordnance Survey 2015. www.ordnancesurvey.co.uk

## Key Facts

- The 'Jurassic Coast' extends from from Exmouth in East Devon to Old Harry Rocks in Purbeck. The Jurassic Coast was awarded World Heritage Site status by UNESCO for being a place of 'outstanding universal value'.
- The Jurassic Coast is located in the south of England. Its coastline has examples of many erosional and depositional landforms. For example: Swanage is an example of a headland and bay, Old Harry Rocks is an example of caves, stacks and stumps and at Chesil Beach there is a bar

### Old Harry Rocks

Old Harry Rocks are located on the headland between Swanage and Studland Bay. The headland is made out of chalk, a hard rock. The headland juts out into the sea, so it is more vulnerable to high-energy waves. This caused the formation of Old Harry, a stack. Over time Old Harry will collapse to form a stump.



### Chesil Beach

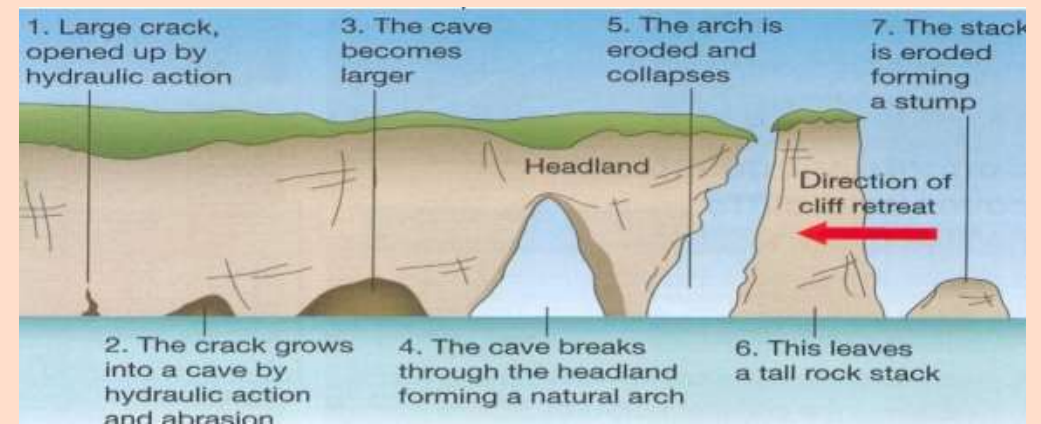


Chesil Beach is an example of a bar. Sediment has been deposited over time to form a spit. The spit has continued to join to the Isle of Portland. Behind the spit there is The Fleet, a lagoon.

### Key vocabulary

Jurassic	from the Jurassic era 200 – 145 million years ago	stack	a column of rock standing in a sea after erosion of cliffs
headland	a narrow piece of land that projects from a coastline	bar	a ridge of sand or shingle that joins two headlands
bay	a broad inlet of the sea where the land curves inwards	erosion	the gradual destruction of something
caves	a natural underground chamber in a hillside or cliff		

### Durdle Door



Durdle Door is an example of an arch.

# Geography | Knowledge Organiser: Year 5 - Greece



## Key Facts

- Greece is the most southern country in Europe.
- Greece has the longest coastline in Europe.
- The capital city of Greece is Athens.
- The official language of Greece is Greek.
- The mainland of Greece is made up of rugged mountains, forests and lakes.
- There are thousands of islands dotting the Aegean Sea to the east, the Mediterranean sea to the south and the Ionian sea to the west.
- The currency used in Greece is the Euro.



Key vocabulary			
<b>Europe</b>	the continent in which Greece belongs - the UK is also in Europe	<b>Aegean sea</b>	a part of the Mediterranean sea which is between Europe and Asia
<b>coastline</b>	the area of land next to the sea	<b>Ionian sea</b>	a part of the Mediterranean sea between Italy and Greece
<b>islands</b>	areas of land which are completely surrounded by water	<b>mainland</b>	the largest area of land which includes the greatest part of a country

## Greek Flag



### The meaning of the colours of the flag:

- The white and blue of the flag represents the Greek sky and sea.
- The cross represents the Eastern Orthodox Christianity, which is a main religion in Greece



<u>What should I already know?</u>	
<ul style="list-style-type: none"> <li>Locate the seven continents (including Antarctica) and five oceans of the world.</li> <li>Examples of some countries around the world and what the climate is like there eg Brazil (Y5)</li> <li>What climate means and how it affects the vegetation in an area.</li> <li>Understand the terms and identify the position and significance of the Tropics of Cancer and Capricorn.</li> </ul>	

<u>Key Vocabulary</u>	
<b>Antarctic</b>	The polar region around the south pole
<b>Arctic</b>	The polar region around the north pole
<b>Biome</b>	A natural area of vegetation and animals
<b>Climate change</b>	The changing climate caused by human activity
<b>Global warming</b>	The long term rise in the average temperature of the earth's climate
<b>Ice bergs, caps and floes</b>	Berg: a large piece of fresh water ice that has broken off a glacier, Cap: a mass of ice, Floe: a sheet of floating ice
<b>Latitude and longitude</b>	Latitude: imaginary horizontal lines around the earth Longitude: imaginary vertical lines around the earth
<b>Polar region</b>	The area around the north or south pole
<b>Tundra</b>	A type of biome where tree growth is hindered by low temperatures
<b>Permafrost</b>	Land that is permanently frozen to a great depth
<b>Prime meridian</b>	Also called the Greenwich meridian, an imaginary line that runs from the North pole to the south pole and passes through Greenwich, England
<b>Tropic of Cancer</b>	The imaginary line that is about 23° North of the equator
<b>Tropic of Capricorn</b>	The imaginary line that is about 23° South of the equator
<b>Time zones</b>	Countries all over the world are divided by 24 time zones based on longitudinal lines

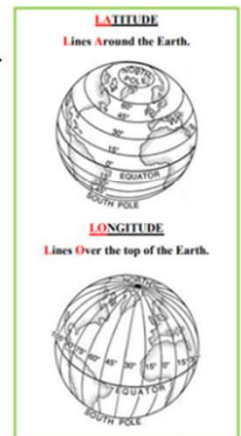
<u>Key Locational Knowledge</u>
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand the terms.</p> <p>Know Alaska is a state in North America that is partially in the Arctic circle</p>

<u>Human and Physical Geography</u>
<p>Explain the similarities and differences between the UK and North America. (Alaska as it is within the Arctic circle and Hertfordshire as our location)</p> <p>The Arctic tundra is the coldest and driest place on the planet. In the tundra the autumn and spring seasons are basically non-existent, leaving only two seasons—winter and summer, unlike our 4 seasons.</p> <p>The Arctic habitat has a long and brutal winter and the barren landscape provides many challenges.</p> <p>There are different biomes around the world, including the polar tundra.</p> <p>The polar biomes are harsh environments that only the toughest plants and animals can survive in. Since the ground is frozen in the tundra, most plants are not able to grow their roots beneath the top soil or receive enough nutrients from the soil to sustain their growth.</p> <p>The plants that are able to grow are usually small in height and sprawl across the ground—giving the tundra a barren landscape.</p> <p>The summer is very short in the tundra, which also limits the ability of most plants to grow.</p> <p>Permafrost currently covers approximately 20% of the earth's surface, but this amount is shrinking rapidly due to increases in global temperatures</p> <p>Know that climate change affects the polar regions.</p> <p>The reducing ice it is impacting Arctic wildlife by reducing their habitat</p>

<u>Geographical Enquiry</u>
<p>Research the Artic and Antarctic.</p> <p>Make comparisons about Alaska and Hertfordshire and reflect on the reasons for the differences.</p> <p>Calculate time zones using lines of longitude</p>


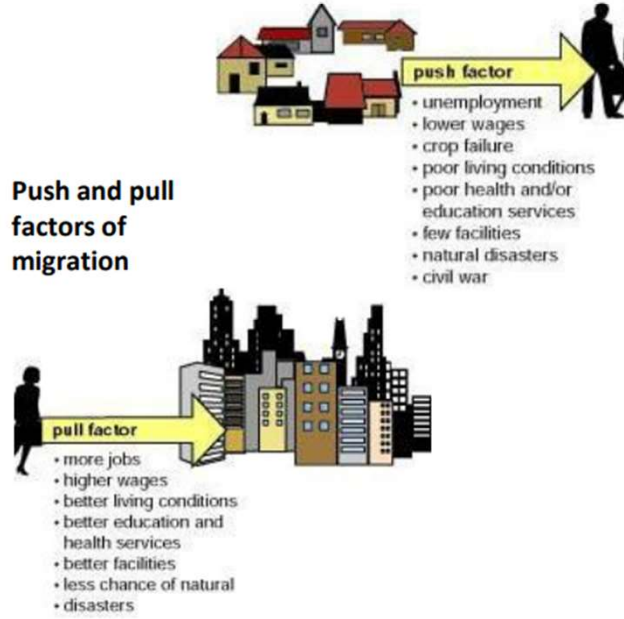
<u>Using maps and scale</u>
<u>Making maps</u>
<p>Locate places on a world map.</p> <p>Locate significant lines of longitude and latitude (north and south hemisphere, tropics of cancer and Capricorn, equator, Arctic and Antarctic circles)</p> <p>Draw/use maps and plans at a range of scales.</p> <p>Recognise a world map as a flattened globe.</p> <p>Use atlas symbols.</p> <p>Use an atlas to locate significant points of Shackleton's journey</p>

<u>Cross curricular opportunities</u>
<p>Reading 'Ice trap' and 'Endurance' to understand Shackleton's difficulties in the Antarctic</p> <p>English: Non-chronological reports about the adaptation of arctic animals, descriptive writing about a frozen setting</p> <p>Art: freeze form sketching of human completing a winter sport to show movement.</p>



# Geography I Knowledge Organiser: Year 6 – Migrations



Topic Overview			
<p>This is a <u>geography</u> topic. We will be learning about the population of each country and how birth and death rates will affect whether the population will increase or decrease. We will also be learning about migration and why people move to or from a country and how this impacts our communities.</p> <p>We will also be investigating the difference between someone who has emigrated and a refugee.</p>			
Key Knowledge	Images/Diagrams to help me	Vocabulary	
<ul style="list-style-type: none"> <li>➤ The <b>population</b> of a country changes over time due to birth rates, death rates and migration.</li> <li>➤ If the birth rate is higher than the death rate there will be a natural increase.</li> <li>➤ If the death rate is higher than the birth rate there will be a natural decrease.</li> <li>➤ Population is also affected by <b>migration</b>. Migration includes both <b>immigration</b>, when people move to a country, and <b>emigration</b>, when people move away from a country.</li> <li>➤ Migration can take place within a country – <b>urban to rural</b> or vice versa.</li> <li>➤ <b>Push factors</b>: natural disasters such as flooding; conflict and persecution; lack of natural resources such as fresh water, food and energy; lack of affordable housing or work.</li> <li>➤ <b>Pull factors</b>: improved standard of living (could be urban – rural or vice versa); family; employment; better natural and manmade resources.</li> <li>➤ Positive effects of immigration in Ashton-under-Lyne, include a rise in economic and cultural growth.</li> <li>➤ Every year, millions of people are forced to flee from their homes to keep safe from war, persecution or natural disaster.</li> <li>➤ <b>Refugees</b> leaving their countries often take long journeys by car, lorry, boat or even on foot to get to safety. Many times, these journeys are dangerous.</li> </ul>	<p>A <b>population cartogram</b> is a map which shows the population of each country.</p>  <p><a href="https://ourworldindata.org/world-population-cartogram">https://ourworldindata.org/world-population-cartogram</a></p>  <p><b>Push and pull factors of migration</b></p> <p><b>push factor</b></p> <ul style="list-style-type: none"> <li>• unemployment</li> <li>• lower wages</li> <li>• crop failure</li> <li>• poor living conditions</li> <li>• poor health and/or education services</li> <li>• few facilities</li> <li>• natural disasters</li> <li>• civil war</li> </ul> <p><b>pull factor</b></p> <ul style="list-style-type: none"> <li>• more jobs</li> <li>• higher wages</li> <li>• better living conditions</li> <li>• better education and health services</li> <li>• better facilities</li> <li>• less chance of natural disasters</li> </ul>	population	The number of people in a certain area.
		population distribution	The geographical pattern of where people live.
		population density	A measurement of population calculated by dividing the population by the size of the area.
		migration	The process of people travelling to a different place.
		immigration	The act of someone coming to live in a different country.
		emigration	The act of leaving one's own country to settle in another.
		economy	The system of how money is made and used within a particular country or region.
		economic factors	Factors that can affect and influence a person's financial status. They include education, employment status and income.
		urban	Usually cities or larger towns. The ground is mostly taken up by roads, sidewalks, buildings, and maybe small grassy areas.
		rural	Open land that has few homes or other buildings, and not very many people.
push factors	Something that makes people want to leave a place or escape from a particular situation.		
pull factors	Something that attracts people to a place.		
refugee	A person who is seeking a safe place after being forced to flee violence, persecution or war.		