Broke Hall Geography Progression and Skills – Locational Knowledge

Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name the school. Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, library, forest school, etc. Discuss their immediate environment using knowledge from observation, discussion and maps. ***Vocabulary: lunch hall, playground, library, garden, forest school***	Children to know own address and locate own road on a map (Google Earth). Identify and locate the constituent countries of the UK using a globe, digital map or KS1 atlas. Locate and identify capital cities of the four constituent countries of the UK.	Think back to year 1 revise and recap locate and identify the four countries and capital cities of the United Kingdom. Think back to year 1 children to recall their addresses. Identify characteristics of the four countries and label their surrounding seas	Think back to year 2 revise and recap countries and cities of the UK and recap continents of the World. Focus on Europe and name and locate several countries. Identify the Mediterranean, locate Italy and surrounding countries. Use KS2 atlas to label capital city, bordering countries, islands and seas. Locate Italy's two mountain ranges and the longest river.	Think back to previous years 1-3 and recap and locate constituent countries and key cities of the UK (including Birmingham and Blackpool) Contrast the British Isles in comparison to the United Kingdom and identify differences. Locate counties and geographical regions of the UK including early settlements. Think back from previous years recap the World's continents and think back to year 3 recap the position of latitude, longitude,	Think back from previous years recap the World's continents and think back to year 4 recap the position of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, Think back to year 4, work on the topographical features of the UK -rivers in the UK and the work completed on the Antarctica. Locate the	Think back to previous years learning including year 3 unit 'Where food comes from'. identify continents, oceans and seas, talk about 'trade' on a global scale. Children to locate different countries associated with various products and recognise that global companies such as Starbucks and Ikea trade in countries located all over the World. Locate on a World Map more developed and less developed countries.
Reception						

Name and locate areas in the school community. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. Name, locate and talk about one other country, linked to what they have read, e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana). ***Vocabulary: local shops, church, heath, water tower, river, park***	Identify continents of the world using a globe, digital map or KS1 atlas.	'English Channel, North Sea, and locate and label identify other major cities. Think back to year 1 recap/ revise the continents. Identify the oceans, seas and the Equator and label on a World map using a KS1 atlas as reference to help locate and label seas/ oceans/continents and the Equator.	Identify and locate volcanoes and sites of earthquakes. Think back to year 2 work on the Equator. Children to locate the Northern and Southern Hemisphere and identify what countries lie within them.	Equator, Northern Hemisphere and Southern Hemisphere, focus on the Antarctica. Identify and map the route taken by Shackleton and the Endurance Expedition. Locate London, Buenos Aires, South Georgia and Elephant Island). Cross curricular links to write about journey as a narrative, describing what it was like to develop understanding in English writing.	Worlds rivers, seas and oceans. Children to use a KS2 atlas/ digital mapping to identify water on the Earth's surface. Approximately 71% of the Earth's surface is covered in water. Think back to year 4, work on topographical features of the UK- focus on mountains. Children to use a KS2 atlas/digital mapping to identify mountain ranges across the World.	Locate countries that UK export to and import from. Locate fairtrade locations. Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. Locate New York

Broke Hall Geography Progression and Skills – Place Knowledge						
Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Know that there are different countries in the world, using stories and discussions about holidays. Talk about the differences they have experienced or seen in photos. Know the name of the place and street in which they live. Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live. ***Vocabulary: place, street, holiday, city, London, difference***	Know the main differences between a city, town and village, urban and rural and identify some key landmarks. Use maps, photos, Google Earth, prior knowledge to discuss what a place is like (own locality Broke Hall). Know the northernmost place on Earth. *North Pole*. Know the southernmost place on Earth. *South Pole*	Study Kenya (country outside Europe) think back cross curricular to year 1 when they studied Kenya 'On Safari' in Jane C English unit. Identify Africa and Kenya on a World map using compass points. and discuss how one could travel there. Discuss what one would need to take with them, what is the climate/weather like compared to here. Think back to year 1 and previous unit (Equator hottest/coldest) where is Kenya in relation to the Equator, what does this mean to the countries climate, seasons and weather? Identify what animals live there think back to science unit habitats, what animals live where and why? What are the landscapes like? Children can identify the key features of a location in order to say whether it	Study Italy (country within Europe). Use an atlas to name different cities of Italy and research (using various sources, internet, books) their famous landmarks. Locate Italy's two mountain ranges and the longest river. Identify and locate volcanoes and sites of earthquakes. Locate temperate/ tropical/Mediterranean climate zones and tropical biomes and explain the significance of these zones in the production of natural resources (food). Identify latitude and longitude.	Locate early settlements (in the UK) on a map and identify topographical features from the past (Village Settlers) and now (The UK). Children to identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time. Identify iconic landmarks of UK constituent countries. Understand geographical similarities and differences through a comparative study of Birmingham and Blackpool and identify the origin, patterns of growth and economic and social challenges of large settlements. Know London as an example of multicultural Britain, the values and processes of democracy: rule of law in safeguarding citizens; tolerance within society and freedom of speech. Identify what the Antarctica is made of (Antarctica is a land mass and not an iceberg). Know it's size, make up and surrounding oceans. Classify Antarctic ice types and fauna. With reference to the Antarctica children to identify the position and significance of latitude, longitude, the	Think back to year 2 'Kenya' recap. how it is different, weather, landscapes, where it is positioned in terms of the Equator and what this would mean to the climate of the country compared to the UK. Think back to year 2 when children learnt about Ipswich. Use Google Earth, maps, photos and prior knowledge to talk about what the River Orwell is like and where it is. Make connections cross curriculum history Ancient Egypt. What is the River Nile like ? Use Google search, Digimaps and photos.	Investigate and explore what conditions of places and populations practising fairtrade countries are like. Evaluate case studies of the USA and Liberia to demonstrate the impact of geography on what a country exports to other countries. Understand geographical similarities and differences of different places within USA and how it compares to the UK. Interpret a range of images and sounds to be able to links places to a location on a map. Recall the different climatic features of California and Mississippi and the impact this has. Understand the different regional dominance of different products across the USA. Make reasoned judgements to what New York City is like, its development, functions and characteristics.
Reception						

Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live. Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the physical and human features of their local environment and how environments might vary from one another. ***Vocabulary: town, village, country, island, compare***		is a town, village or coastal area. Compare Ipswich, Felixstowe and Witnesham.		tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and time zones (including day and night).		

Broke Hall Geography Progression and Skills – Human and Physical Geography						
Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal changes and weather (linked to UTW- science /	Identify their own locality Broke Hall within	Think back to year 1 when they learnt about the local area	Describe and understand key aspects of volcanoes and	Know how the constituent countries (UK) vary in terms of climate and	Know the different bodies of water and define each type and explain whether it is saltwater	Demonstrate understanding that key aspects of physical geography, including how in the past distance

natural world) Know the difference between day and night, dark and light. Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. Know that we wear different clothes for different weathers. Name physical and human features from stories, e.g. woods, forest, city, oceans. ***Vocabulary: weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy***	the town Ipswich and know some features in it (local park, local shops, hospital, football ground). Know about the Equator an imaginary line around the centre of the Earth. It is very hot at the *Equator* because it is closest to the sun. Know about the desert- A very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a *desert*. Know what sort of clothing protects from the heat of the sun and from the cold. *Sunhat sunglasses, boots, coats*	and simply about the town. Identify their own town Ipswich identify features within it and compare varying environments- physical and human (villages within Ipswich post code / Witnesham and Westerfield, coastal town Felixstowe). How does the use of land differ in each locality? Children can ask and answer questions such as What is this place like ? What or who will I see in this place ? What do people do in this place ? Begin to develop own opinions of the place and give reasoning. Kenya-Discuss what one would need to take with them, what is the climate/weather like compared to here. Think back to year 1 and previous unit (Equator hottest/coldest) where is Kenya in relation to the Equator, what does this mean to the countries climate, seasons and weather?	earthquakes linking to science. Understand and explain the physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Reason and speculate the effects of earthquakes, volcanoes using sources of evidence such as the internet (newspaper articles, video footage). Making connections Italy and volcanoes Children to learn about Mount Vesuvius that destroyed Roman city of Pompeii in 79AD. To develop their empathy (becoming global citizens) and how it compares to the present day catastrophic events (earthquakes Turkey Syria 2023). Can compare and contrast the human and physical features between the UK and Italy Discuss culture of Italy- food and drink, religion, carnivals,	weather patterns therefore resulting in varying geology affecting the farming types and products produced. Describe and understand key aspects of human geography including types of settlement (19th /20th century), economic activity, trade links and the distribution of natural resources including energy and minerals. Make informed conclusions regarding the location, growth and decline of settlement. Describe and understand physical and human influences on the growth, development and functionality of cities (Birmingham and Blackpool). Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity. Discuss and explain who Sir Ernest Shackleton was and summarise his importance as an 'Antarctic' 'historical figure. Make connections between history and geography. Identify hot and cold climate zones on a World map. Identify and recall seasonal / geographical	or fresh (rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords. Think back to year 4 science recap what they learnt about the water cycle. Explain what the water cycle (hydrological cycle) is and make reasoned judgements to why it is important to all ecosystems and living things on Earth. Describe what a local water supply and treatment works is and be able to explain how water is collected and transported to households and communities. Use their knowledge to empathise and make reasoned judgements on what would happen to the water cycle if there was no precipitation, condensation, evaporation? Evaluate how water can be conserved, make reasoned judgements on water conservation. Hypothesise if you had to live in a country with limited water, how would you prioritise the actual water, what would the priority be? Why? Compare and contrast ourselves with another country, what are the differences between water availability and usage (e.g. Kenya) Think back to year 2 (Kenya). Apply knowledge to present how water can be used for power to contribute to a sustainable future.	and bodies of water prevented trade from happening at an international scale and how natural resources and climate determine where our food (UK) comes from. Demonstrate understanding of human aspects, including trade links and how and why trade has become increasingly global and how trade connects different countries and their populations including the role of the worker in different countries. Think back to global trade unit compare and contrast products exported and imported with products exported and imported by the USA. Evaluate the impact of physical features and processes on agricultural production and the different factors that affect farming livelihoods in the USA. Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts and the Grand Canyon and the location and features of key settlements in the USA. Explain that population distribution varies across the USA and it is affected by its physical geography and its human characteristics of the different states. Think back to year 5 rivers and floods. Evaluate and make reasoned judgements on the impact of
Reception Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. ▪ Describe how trees and plants change in different seasons. Know that some animals store food for the winter. Know that some animals hibernate in the winter. Name and describe human and physical features of the places they have						

visited and places from stories, e.g. beach, island, fields, mountain ***Vocabulary: autumn, winter, spring, summer, season, hibernate***		Can compare and contrast the human and physical features between areas of Kenya and areas of Ipswich (Witnesham and Felixstowe)	family, fashion and music. Children to compare it to the UK. Children can begin to explain that our food comes from all over the World. They will understand and describe the trade links that enable food from all around the world to be sold in the UK. Children will begin to demonstrate understanding and empathy in regard to the effects some food production practices have on the World 'deforestation'.	variations over time at the Antarctica understanding the influence of the Earth's orbit on climate zones. Through evidence (sources - Frank Hurley expedition photographs and aerial) children to discuss and identify features of Antarctic geomorphology. Children to understand Antarctica's mountainous terrain and oceans and reason and summise why Shackleton's planned journey of Endurance had to be amended and how the landscape effects how people live at the Antarctica today (with particular reference to research stations).	Describe the journey of a river and explain how they are formed. Know that rivers flood and reason and speculate on the impact of this process. Know where mountains are located. Explain there are 5 types of mountains 'Volcanic' 'Fold,' 'Fault block' 'Residual' and 'Dome,' and be able to define how each is formed. Demonstrate understanding how mountains have changed over time. Think back to year 3 unit 'Earthquakes and Volcanoes'. How are some of the physical processes similar ? Classify jobs into sectors and identify what they would like to do and give reasoning for this, justify and critique how they would be suited to the role and explain their role in society. Think back to year 4 what industries did they learn about in the UK ? Children should be able to identify different industries in the UK. Demonstrate understanding that people around the World have different jobs contributing in various ways to the economy of named country and that in some areas of the World children contribute by undertaking a job themselves. Empathise some people are unemployed and make reasoned judgements the effects this has on them and the people around them.	drought and flood in parts of the USA. New York - Demonstrate understanding of how the location and features of this area makes it conducive for development and understand how NYC as a city developed over time.

Broke Hall Geography Progression and Skills – Geographical Skills and Fieldwork

Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe what they see using a wide vocabulary. Describe a familiar route. ▪ Discuss routes and locations, using words like 'in front of' and 'behind'. Use simple maps, recognise water as blue and land as green on the maps. Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. ▪ Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map. ***Vocabulary: house, flats, shop, park, map, heath***	**Directions** Through geography, maths and PE children continue to develop use of positional and directional language using them in context to creating their own maps. **Field work** Simple fieldwork and observational skills to study the geography of Broke Hall and the immediate local area. Use aerial photography, google maps etc. **Map skills** Begin to use world maps, atlases, globes to identify the United Kingdom	**Directions** Use 4 point of a compass (North, South, East, West) and locational and directional language to describe the features and routes on a map and the key human and physical features of the environment. **Field work** Local walk, identify land use draw and label annotated diagrams. Develop opinion and reasoning on why things are like it and what might happen when things change. Rural/ country trip Foxburrow Farm **Map skills** Develop independent use of atlases to identify UK, its countries, seas, the continents, the Worlds oceans and the Equator. Make map using a key and co-ordinates of the school and its grounds.	**Directions** Use 8 points of a compass. Use of 2 figure grid references. Learn to use a key and standard symbols. **Field work** Think back to year 1 and 2 local walk, use of land use and development in area, what do they like, dislike about the area they live in. Children can ask and respond to geographical questions and analyse evidence and draw simple conclusions. **Map skills** Children can use KS2 atlases Children can interpret maps and aerial views of the Mediterranean and the World (Where our food comes from) and	**Directions** Use 8 point of a compass Begin to use 4 figure grid references, symbols and keys to communicate knowledge of the United Kingdom in the past and the present. **Field work** Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places Visual understanding of Polar Landscapes via photographic analysis. **Map skills** Children can draw more accurate maps with more complex keys (including a map illustrating the planned journey of the Endurance Expedition and the actual journey). Use of globes, atlases, digital /computer mapping Digi-maps (with a focus on and describing features, landmarks and landscapes in	**Directions** Use eight points of a compass, 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build upon their knowledge of the United Kingdom and the wider world. **Field work** Use of fieldwork to observe, measure record and present the human and physical features in a local area (Flatford) - using a range of methods, including sketch maps, plans, graphs reading. Google search to research bodies of water (use of aerial photos, video clips, maps) Collect data and make graphs, pie charts on water usage. **Map skills** Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to	**Directions** Use eight points of a compass, 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build upon their knowledge of the United Kingdom and the wider world. **Field work** Use of Google to research and identify different trade links, looking at the global brands and what they mean in the global market. Use of internet to research what North America and the Galapagos are like. Present data related to global trade in table and graph form and draw conclusions on which country the UK exports the most to. Interpreting climate graphs to understand changes of climate across the USA. **Map skills** Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied including 6 figure grid references. Include mapping on trade links, journeys products have taken and maps of North America. Analysis of historical maps (NYC) to examine urban change Draw scale plans of increasing complexity Follow route on small scale OS map and describe features seen.[i]
Reception Draw information from a simple map. Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live. ***Vocabulary: atlas, globe, find, country, information***						

Structured Story Tiem *Nursery: All Through the Night* *The Queen's Hat* *Reception: Martha Maps it Put* *Anansi and the Golden Pot* *Celebrations Around the World*	and its countries and identify continents. Make their own simple map of their bedroom and classroom.		communicate findings in different ways e.g written, drawn, photographs, sketch and diagrams.	the unit UK (contrasting Birmingham and Blackpool) and aerial views with which application will inform children's understanding in learning about the Antarctica and its Polar landscapes. Use a variety of maps of different scales to locate places.	locate countries and map features studied (Mountain ranges, Oceans, Seas and Rivers). Can draw a map using symbols and a key, including contour lines (of a mountain range)	
	Key Vocabulary					
	Year 1					
	Where do I live ? Earth Address, house, street, postcode, town, constituent countries, England, Wales, Scotland, Northern Ireland, United Kingdom Capital cities, London, Edinburgh, Cardiff, Belfast Route, map symbols, key, atlas, globe local environment, aerial view town, Ipswich, Broke Hall county, Suffolk park, shops, houses, Heath Road Hospital, Portman Road football ground Positional words such as above, around, below, left, right, forward, near, inside, opposite, outside, across		Around the World World Continents Europe Asia Australia (Oceania) Africa. North America, South America, Antarctica, North Pole, South Pole country, countries climate, weather, temperature Equator – imaginary line nearest to furthest from hottest, coldest iceberg, desert	The four seasons seasons year Autumn Winter Spring Summer Weather rain, wind, sun, snow, mist, hail, thunderstorm, frosty, freezing, warm cloud weather symbols, rain guage forecasts changes months days Monday Tuesday Wednesday Thursday Friday Saturday Sunday January February March April May June July August September October November December	
	Year 2					
	Maps and mapping here and abroad		Ipswich and contrasting locations		On Safari - Kenya	

	UK constituent countries, England, Wales, Northern Ireland, Scotland, Capital, cities, North Sea, Irish Sea, Atlantic Ocean, English Channel World, Continents, Europe, Asia, Australia (Oceania) North America, South America, Africa, Antarctica North Pole, South Pole, Equator, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean compass North South East West directions, map, school grounds, symbols, key, location, features, routes co-ordinates left right up down turn clockwise anti clockwise	Ipswich, Felixstowe, Witnesham, Suffolk town, county, country physical / human features urban, rural, countryside, farm, crop, field, flood, habitat, human, population, wildlife coast, coast line, sea contrast, differences, similarities land use opinion, environment, conservation future development, recycling, impact	Kenya, Africa, Narobi, Mount Kenya, Somalia, Uganda, Tanzania, Equator, route, safari climate, weather wet/ dry season animals, wildlife, graze, hunt, prey, predators elephants, giraffes, gazelles, impalas, Maasai Mara, water buffalos, crocodiles, rhino, zebras, lions, cheetahs, hyenas, eagles, baboons, monkeys, flamingos landscapes, savannah, desert, grassland, mountain, valley, river, volcano human / physical features people, cultures, Maasai tribe crops, farm , water source compare UK and Kenya, similarities, differences
	Year 3		
	Volcanoes and Earthquakes Mount Vesuvius, Roman city Pompeii, Mount St Helens, Mount Loa, Mount Pelee, Mount Ruiz, Mount Etna, Mount Fuji, Krakatoa, Cotopaxi, Mount Tambora Pacific plate, Eurasion Plate, North America Plate, Indo Australian Plate, South American Plate, Nazca Plate, Antarctic Plate, African Plate, Indian Plate, Ring of fire volcano, volcanic, earthquake, hotspots, crust, mantle, outer core, inner core, pressure, magma, tectonic plates collide, erupt, eruption, release, active, dormant, extinct, lava, conduit, eruption cloud, ash cloud, gas, vent, throat tsunami, big wave, devastation, impact and effect, catastrophic events	Where our food comes from? World Import export trade links Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude Biome, tropical, temperate climate zone Deforestation Environmental impact Prime Meridian, Arctic Circle, Antartica Circle, Tropic of Cancer, Tropic of Capricorn, arable farming, pastoral farming	The Mediterranean Mediterranean, North, South, Europe, continent, sea, the Tyrrhenian, Liguran, Adriatic, Cretan, Aegeas seas, World, globe, Straits of Gibraltar, Suez Canal, Atlantic, Greece, Balkans, Italy,Sicily, Sardinia, France, Corsica, Spain, Balearic Islands, Croatia, Albania, Montenegro, Bosnia and Herzegovina, Slovenia Latitude, longitude, climate zones, mountains, volcanoes Principal cities, population centres, rivers map, climate map, political, topographical, relief map, land use, economy, culture, languages, religion Italy (peninsula country), regions and cities 'capoluogo' Rome, Venice, Naples, Palermo, Milan, Aosta and Florence Bologna, Emilia Romagna region, Etruscan, Roman and Medieval City and ancient city, UNESCO Heritage site

	fertile soil, minerals, iron, phosphorous, potassium, gold, copper, diamonds, sulphur, geothermal energy, tourism, hot springs, steam vents, swimming spots, scientists, employment, steam, electricity		
	Year 4		
	Shackleton's Antartica Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Antarctica, Tropics of Cancer and Capricorn, Arctic and Antartica Circle, Prime / Greenwich, Meridian time zones, hot and cold zones Endurance Expedition- London, Buenos Aires, South Georgia and Elephant Island route Antarctic geomorphology, land mass, size, make up, ice types and fauna, mountainous terrain Sir Ernest Shackleton Research stations	The United Kingdom Birmingham, Blackpool, London Origin, patterns of growth, development, functionality, economic and social challenges, large settlements, trade links Climate, weather patterns, geology, farming types Democracy, rule of law, safeguarding citizens, tolerance within society, free speech, migration, multi-culturalism, ethnicity Iconic landmarks	Reduce, re-use, recycle, sustainable living in the local area Recycle, reuse, reduce Recyclable materials Recycling centres, Foxhall, Portman's Walk Glass, textiles, paper recycling points Blue, brown bins, green bins Conservation Environment
	Year 5		
	Rivers and the River System Fresh water, lakes, ox –bow lakes, deltas, rivers, waterfalls, river systems Journey of a river, upper, middle, lower course, source, meanders, estuary, mouth, river valley	Mountains, volcanoes and earthquakes Mount Everest, Snowdon, San Andreas Fault Sir Edmund Hillary, Tenzing Norgay Continental mountain ranges, highest peaks, summit, topography	Earning a living Job sector, employment, unemployment, retirement Recruitment, career advice Finance, agriculture, education, travel, health

	Erosion, transportation and deposition Process of flooding, banks, overbank flow, prolonged rainfall, causes and consequences, effects, topography, morphology, urbanisation River Thames,Thames Flood Barrier, North Sea, Thames Estuary, Niagara Falls, Lake Erie, United States, Lake Ontario, Angel Falls-Venezuela, Gaping Gill, North Yorkshire Hydroelectric power, tourism	Plate tectonics, Earth's crust, mountain formation, Fold Mountains, Fault Block Mountains and Dome Mountains Erosion Volcanoes, dormant and extinct, tectonic plates, eruption, geothermal energy, mineral extraction, lava, ash, gas, lahars (mud flows) Earthquake and tsunami	Countries economy, resources Farmer, producer, fair trade Industries, businesses, manufacture Job vacancies, agency work, government, financial support Child labour, counter productive
	<u>Year 6</u>		
	<u>Global trade</u> Trade- buying and selling of goods and services Local to global trade links, sources Improved technology, transport and communications Trade timeline Import and export Highest value exports Factories, suppliers, warehouses Global supply chain, primary, secondary and tertiary Global citizenship, fair global trade, fair trade, non fair trade products, organisations, Fair trade foundation, Fairtrade producers, consumers	<u>United States of America</u> United States of America, states, climatic regions Grand Canyon, processes of erosion Population distribution and density, populous cities, most populous states, least populous states Interdependencies, interactions Key demographic characteristics Mississippi, floods, droughts in California, impact of water supply Food and farming, New York, Manhattan,	<u>Sustainable living on a global scale (The environment and sustainability)</u> Sustainability – social, environmental, economic and cultural Natural, geological resources – minerals, aggregates, quarrying, mining agricultural resources, farming - arable, livestock, mixed, agroforestry Man made, plastics, non-sustainable resources, single use plastics Non-recyclable, non - renewable, landfill, biodegrade Fossil fuels (emit carbon dioxide and greenhouse gases) Climate change, global heating, carbon emmisions, energy, carbon dioxide, materials, pollute Renewable energy, recycle, reuse, reduce Carbon footprint Environment, future generations Oceans, biodiversity

Units taught through-	Where do we live ? Around the World The Four Seasons	Maps and Mapping Ipswich and Contrasting Locations On Safari - Kenya	Mediterranean Volcanoes and Earthquakes Where does our Food come from?	Shackleton's Antarctica The United Kingdom The local area, development and our carbon footprint	Rivers and the River System Mountains Earning a living	Global Trade United States of America Sustainable Development