

# Curriculum Intent & Progression Document

## GEOGRAPHY

St. Mary's Catholic Voluntary Academy, Grantham

2024-25



Subject Leader: Mrs Chapman

Mrs Chapman  
St. Mary's Catholic Voluntary Academy, Grantham  
2024-25

### **Our School Mission**

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

### **Our School Vision**

Our vision is for St Mary's to be an inspirational Catholic school which truly reflects God's love. Through a safe, caring and Christ-centred community, we nurture our pupils' spiritual development and support them in developing their unique God-given gifts. We aim to provide an outstanding Catholic education which equips our community with knowledge, skills and emotional intelligence and prepares them to serve the common good whether that be locally, nationally or globally.

### **Our Gospel Values**

Our school values influence the whole school culture at St Mary's. They shape everything we do and every decision we make. They are the central thread, interwoven throughout our curriculum, our behaviour system and our pastoral support. Our pupils and staff endeavour to live these out every day.

With God's love we show:

Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

Mrs Chapman

St. Mary's Catholic Voluntary Academy, Grantham

2024-25

### Forgiveness

‘Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.’ Luke 6:37

We believe that mercy will be shown by the way we forgive others, finding God in all things.

### Generosity

‘It is more blessed to give than to receive.’ Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

### Patience

‘Jesus replied, ‘You do not realise now what I am doing, but later you will understand.’ John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

## Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards **Geography** in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. It is our intention that the children will encounter Jesus through elements of their geography work. We hope to encourage them to look at the wonderful and complex world in which we live through new eyes and with greater understanding. Through the teaching of geography, our school values are embedded encouraging children to question and to foster/experience God's awe and wonder asking 'why', whilst showing respect when understanding people's backgrounds, religion, culture, nationality, languages, country and our wonderful world that God created. This then links in with our church and parish family where we all belong to a community that welcomes children and adults alike for whom England and English is not their native home or first language.
- Experience the challenge and enjoyment of learning. As you walk around our school, look at our work and talk to our children, you will see them enjoying learning experiences that demonstrate the love our children have for geography. We are a school that nurtures motivated and curious children; who learn about people, food, religion, culture, nationality, languages, their local area, countries, continents, oceans and seas as well as the world in its entirety. The subject of geography encourages comparison, questioning, hypothesising and analysis through practical research of secondary sources and educational visits where primary evidence can be seen and learnt about. Our school sits in the heart of Grantham town allowing for a number of opportunities to teach a child about the geography of their local area, from EYFS up to Year 6. Within our school children learn about countries, nationalities and languages as we welcome many children and their families for whom England and English is not their native home or first language. The teaching of Geography takes a visual, auditory and kinaesthetic approach to learning (VAK)

Mrs Chapman

St. Mary's Catholic Voluntary Academy, Grantham

2024-25

ensuring that it is accessible to ALL learners. Children find out about people, religion, food, culture, nationality, languages, their local area, countries, continents, oceans and seas as well as the world in its entirety through our progressive geography curriculum, which is inspiring and memorable for all, as it is practical and relevant: using video, artefacts, visits and links with the local community. Coming together to build knowledge and skills through lessons, trips and discussion fosters a sense of belonging.

- **Learn within a coherent and progressive framework.** Following a time of somewhat fragmented planning, that lacked fluency and clear progression, we have created our own long term and medium -term planning for all year groups from EYFS to Year 6. The framework is progressive and sequenced. It is powerful and transferable. It is intended to support a child to build up a sense of knowledge overtime and to use previous knowledge to access future knowledge. Our curriculum is planned in such a way that as a child moves through our school, their geographical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years. Planning provides the class teachers with three units of work for the academic year which will be taught in the terms of Advent 2, Lent 2 and Pentecost 2, with History being taught in the alternative terms. Within each unit, the class teacher is provided with six individual lesson objectives for the six lessons that they will teach. The planning allows opportunities for repetition and reinforcement of key learning/sticky knowledge between year groups and from EYFS to Key Stage One and from Key Stage One to Key Stage Two. This ensures that working memory is not overloaded but we give pupils and teachers time to 'dive deeper' and 'linger longer'. This supports a child to 'remember more and know more' securing this knowledge in their long-term memory. We have also structured the framework to allow staff to use 'Rosenshine' principles in their teaching alongside their own personal experiences, activities and resources to augment this planning, as we do not follow a scheme. As a school we are working towards small components of learning being taught to reach a bigger composite at the end of a unit of work.
- **See clear links between different aspects of their learning.** Geography is not a stand-alone subject. Links are made to other areas of the curriculum, particularly History and Science, Religious Education, Art and Design Technology as well as a child's outdoor learning in the WOW area.
- **Understand the purpose and value of their learning and see its relevance to their past, present and future.** We aim to equip our pupils with the knowledge, understanding and enquiry skills to understand the diversity of different people, religions, food, cultures, nationalities, languages, countries, continents, oceans and seas as well as the world in its entirety.
- **Explore the breadth and depth of the national curriculum.** The intention is that the learning goes beyond that of the National Curriculum and that areas of learning are planned to teach the geography of our local area here in Grantham and beyond, stretching out to our county of Lincolnshire, country England and the wider world, encompassing the countries that some of our children originate from. We believe that teaching geography in this way is important in broadening children's horizons and developing life skills, empowering a generation of life-long learners in secondary school and beyond.

## **Curriculum Intent: GEOGRAPHY (2024-25)**

<b>EYFS GEOGRAPHY</b>					
<b>ADVENT 1</b> Children will...	<b>ADVENT 2</b> Children will...	<b>LENT 1</b> Children will...	<b>LENT 2</b> Children will...	<b>PENTECOST 1</b> Children will ...	<b>PENTECOST 2</b> Children will ...
<b><u>Do you want to be friends?</u></b> Where do I live?	<b><u>Why do squirrels hide their nuts? + Christmas</u></b>	<b><u>Will you read me a story?</u></b> What features of countryside can I see?	<b><u>What's that sound?</u></b> Can I draw a map of my journey?	<b><u>Do cows drink milk?</u></b> Growth and change	<b><u>What can you see in summer?</u></b>

Where is my school? What is it like here? What differences are around the school environment? What can I see on an aerial map of school? What is the weather like now? What has changed outside?	Looking at migration of animals. What is the weather like now? What has changed outside? What is this habitat/environment like? How is it different? What are its features? What is it like to live here?	How is the countryside different to a town? What is the weather like now? How has it changed? How can I draw a map of my story? What symbols will I use?	Can I give directional instructions to a partner? Can I find the UK on a world map? Can I identify land and sea on a world map?	What is the weather like now? What has changed outside? What is this habitat/environment like? FARM VISIT What can I see on maps on the route I travelled? Can I draw my own route? What symbols will I put on my route?	Where are the seas and oceans? What's it like at the seaside? What's like on an island? What features can I see? What symbols can I use on a map? What is the weather like now? How has it changed? What is the weather like now? What has changed outside? Where have I been to? What countries have I visited?
VOCABULARY					
Where, map, find, locate, differences, similarities, weather, world, earth, town, village, road, house.	Seasons, Autumn, Winter, Spring, Summer, country, cold, windy, hot, sunny.	Features, symbols, farm, countryside.	Directions, up, down, across, left, right, North, South, East, West, land, sea, United Kingdom, England, Ireland, Scotland, Wales.	Route, plan, manmade, natural.	Island, other countries, seaside, coast.

Year 1 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will ...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<u><b>Our School-</b></u>  L1: I will know the key features of my school		<u><b>Our Local Area-</b></u>  L1: I will know what a map is and its purpose		<u><b>The UK and its four countries-</b></u>

	<p>L2: I will know some physical features of our school</p> <p>L3: I will know some human features of our school</p> <p>L4: I will know 4 human and 4 physical features surrounding our school</p> <p>L5: I will know how to record observations of our school</p> <p>L6: I will know how to write a fact file about our school.</p>		<p>use a map of the school, plan a route and walk it. Look simple map of Grantham, discuss what things are and what they can see. Plan a route how to get to key places.</p> <p>L2: I will know features of a simple map</p> <p>L3: I will know that symbols are used on maps</p> <ul style="list-style-type: none"> <li>- Use images from lesson 2 and compare with symbol examples.</li> <li>- Count how many schools they can see, etc</li> <li>- Create their own symbol for eg. shops, leisure centre</li> <li>- Send in photos of home for next lesson</li> </ul> <p>L4 : I will know that there are different types of homes in our local area. Look at photos brought in</p>		<p>L1: I will know the differences between a village, a town and a city. <i>Use Google earth to look and compare</i></p> <p>L2: I will know the capital city of England and what makes England special</p> <p>L3: I will know the capital city of Scotland and what makes Scotland special</p> <p>L4: I will know the capital city of Wales and what makes Wales special</p> <p>L5: I will know the capital city of N. Ireland and what makes N. Ireland special</p> <p>L6: I will know the seas that surround the UK.</p>
--	--	--	--	--	--

			<p>L5: field trip to explore the human and physical features within our local area</p> <p>Drawing the learnt symbols on a map whilst on field trip, making observational drawings, tallying the types of homes etc.</p> <p>L6: I will know how to create a simple map using basic symbols</p> <p>A new person has come to our school – where would you take them and what would they see?</p>		
VOCABULARY					
	<p>Classroom, corridor, hall, ICT suite, offices, playing field, playground, car park, playground, WOW area, prayer garden</p> <p>Field, woodland area, trees, flowers,</p> <p>Building, playground, carpark, fences, railings, gate, Next to, in front of, behind, left, right, in the distance, near</p> <p>See, observe, record, draw, caption, heading,</p>		<p>map, location, place, find, route, travel, location names, places, river, blue lines, images/symbols, symbols, find, identify, locate, compare, image, house, building, local, area, terraced, bungalow, semi-detached, detached, flat, caravan, upstairs, house, school, church, hospital, route, map,</p>		<p>Village: small, countryside, houses, school, shops, church, hall, town: larger, houses, schools, stations, shopping centre, bigger than, smaller than, population,</p> <p>City: cathedral, university, England, Scotland, Ireland, Wales, countries, capital city, London, flag, saint, flower, UK, England, Scotland, Ireland, Wales, countries, capital city,</p>

	images, pictures, diagram.		tally, marks, number, count, total.		Edinburgh, flag, saint, flower, UK, England, Scotland, Ireland, Wales, countries, capital city, Cardiff, flag, saint, flower, UK, England, Scotland, Ireland, Wales, countries, capital city, Belfast, flag, saint, flower, UK, Sea, surround, island, coast, Irish sea, UK, English channel, North sea, between, next to above, near.
--	----------------------------	--	-------------------------------------	--	--

Year 2 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
					<u>NC Objective:</u> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features including: beach, cliff, coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features including: city,</li> </ul>



					town, village, factory, farm, house, office, port, harbour and shop.
	<p><b><u>Our World-</u></b></p> <p>L1: I will know the names of the 7 continents song, find and label on map,</p> <p>L2: I will know the names of the 5 oceans.</p> <p>L3: I will know where to find the Equator, the north and south poles on a map. (link to whether their home country is eg. north or south of the equator)</p> <p>L4: I will know where to find hot countries in the world and some of their features</p> <p>L5: I will know where to find cold countries in the world and some of their features.</p> <p>L6: I will know how to compare the features of hot and cold countries (animals and vegetation)</p>		<p><b><u>Egypt/UK comparison-</u></b></p> <p>L1: I will know where Egypt is located on a world map, its capital city and which continent it is in.</p> <p>L2: I will know about different landmarks in Egypt (human and physical features)</p> <p>L3: I will know about the river Nile- location, purpose (transport and trade)</p> <p>L4: I will know the similarities and differences between farming in the UK with farming in Egypt.</p> <p>L5: I will know the similarities and differences between nature/animals in the UK and Egypt.</p> <p>L6: I will know how to write a non-chronological report about Egypt.</p>		<p><b><u>Beside the Seaside-</u></b></p> <p>L1: I will know what a coastal resort is and to locate some key coastal resorts in England. (4 point compass)</p> <p>L2: Fieldtrip- To use fieldwork and observational skills to identify the features of the seaside.</p> <p>L3: I will know some of the human and physical features of a local coastal resort.</p> <p>L4: I will know some of the physical similarities and differences between a coastal resort and Grantham.</p> <p>L5: I will know some of the human similarities and differences between a coastal resort and Grantham.</p>

					L6: I will know how seasonality effects coastal towns.
VOCABULARY					
	Europe, Asia, Africa, North and South America, Antarctica and Australia, continent, surrounded, Atlantic, Indian, Pacific, Southern and Arctic, oceans, sea, difference, map, locate, Equator, imaginary, north pole, south pole, locate, find, Countries, hot, weather, climate, nearer, Countries, cold, weather, climate, further awa, Survive, need, animals, food, water, shelter, vegetation, plants.		Country, capital city, continent, map, Cairo, Africa, Asia, Landmark, human, physical, feature, Giza, Pyramids, River Nile, Mount Sinia, Aswan Dam, River Nile, transport, landmark, trade, compare, similarities, differences, farming, agriculture, livestock, climate, exports, farmland, rural, River Nile, transport, landmark, trade, compare, similarities, differences, farming, agriculture, livestock, climate, exports, farmland, rural, compare, similarities, differences, Egypt, UK, camel, gazelle, hyena, Report, non-chronological, heading, opening sentence, captions,		Coast, seaside, beach, England, sea, resort, Cromer, Blackpool, Scarborough, Brighton, North, South, East, West, Grantham, Observe, see, identify, cliffs, shoreline, promenade, beach, groin, pier, lifeboat station, arcade, harbour, beach hut, caravan, hotel, wind farm, observe, see, identify, cliffs, shoreline, promenade, beach, groin, pier, lifeboat station, arcade, harbour, beach hut, caravan, hotel, windfarm, rockpool, dunes, caves, shells, Sea, sand, beach, roads, dunes, marram grass, same, different,, Same, different, café, shops, parking, bridges, hotels, holiday park, wind farm, seaside merchandise, cloud mirrors, Seasons: spring, summer, autumn,

			images/diagrams/tables, concluding sentence.		winter, busier, same, different, tourists, seasonal, coast, quieter, reasons, explain, evidence,
--	--	--	---	--	--

Year 3 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<b>Volcanoes, Earthquakes and Tsunamis – links to Sri Lankan earthquake.</b> L1: I will know the main layers of the earth beneath my feet. L2: I will know what tectonic plates are and their effects L3: I will know how a volcano is formed and it's stages of activity L4: I will know where many volcanoes are located and why people choose to live there. L5: I will know what an earthquake is and how it is caused. L6: I will know some of the effects of an earthquake.		<b><u>UK countries, cities and rivers</u></b>  L1: I will know the 8 compass points  L2: I will know the names and locations of a range of counties local to Grantham.  L3: I will know the most important city or town in each of the East Midlands counties and that these are known as County Towns  L4: I will know how to locate cities in the UK in an atlas		<b><u>Land Use-</u></b> L1: I will know that land is used for different purposes. L2: I will know how land is used in Grantham and the surrounding area of Lincolnshire (mapwork – Woodland waters/Syston fruit farm, Barkston Heath) L3: I will know how land is used in Grantham and the surrounding area of Lincolnshire (field trip) L4: I will know the impact of some changes to land use (linked to trip) L5: I will know what a national park is and why they are important. L6: Scenario and debate

			<p>L5: I will know some important rivers in the East Midlands.</p> <p>(follow the journey of rivers through which counties – each group to follow a river)</p> <p>L6: I will know what an OS map is and how to use one to locate rivers.</p>		Balanced argument etc
VOCABULARY					
	<p>Crust, mantel, outer core and the inner core, layers, earth, solid, rocky, crumbly, thin, moving, tectonic plates, convergent, divergent, transform, movement, constant, tremor, volcano, earthquake, tsunami, pressure, cavity, chamber, mouth, funnel, magma, lava, eruption ash cloud, extinct, active, dormant, cool, harden, layers, ring of Fire, volcanoes, tectonic plates, fertile, problems, reasons, minerals, mining, tourism, habitats, advantages, geothermic energy, employment.</p>		<p>North, south, East, West, compass, direction, point, route, County, Lincolnshire, town, East Midlands, region, Leicestershire, Derbyshire, Lincolnshire (except North and North East Lincolnshire), Northamptonshire, Nottinghamshire, and Rutland</p> <p>County, county town, Lincoln, Derby, Leicester, Nottingham, Northampton, Oakham, border.</p> <p>Atlas, map, locate, find, grid, symbols, key, axes, X and Y, River, source, Witham, Trent, Ouse,</p>		<p>Land, function, use, purpose, urban, rural, same, different, forestry, agriculture, farming, residential, houses, commercial, shops, retail, business, recreational, parks, protected.</p> <p>Map, symbols, quarry, fruit farm, agriculture, recreation, fishing, tourism, leisure quarry, fruit farm, agriculture, recreation, fishing, tourism, leisure, observe, record, evidence, purpose, use</p> <p>Change, time, past, present, function, purpose, demand, supply</p> <p>National, park, conservation, purpose,</p>

	tsunami, energy, force, power, wave, movement, tectonic plates, travel, under the sea, Japanese, harbour wave, damage, Sri Lanka, railway, community, effect, results, new developments.		Nene, Cherwell, route, flow, sea Ordnance Survey, map, locate, river, key, symbol, Thames, Lagan, Leith, Taff		protect, tourism, natural beauty, visitor, community, sustainable, Plan, application, opinion, argument, pros, cons, advantages, disadvantages, controversial, permission, discussion.
--	--	--	--	--	--

Year 4 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<b><u>Water-</u></b> L1: I will know what the water cycle is and why it is important  L2: I will know what evaporation is and the part it plays with the water cycle. L3: I will know what condensation is and the part it plays with the water cycle.  L4: I will know what precipitation is and the part it plays with the water cycle.		<b><u>Settlements-</u></b> L1: I will know what is meant by 'a settlement' and how they are represented on a map.  L2: I will know that the settlement of Grantham has changed over time. (Saxon settlement) L3: I will know why people settled in Grantham  L4: I will know that Ancaster was a Roman settlement – compare with Grantham		<b><u>Our World-</u></b> L1: I will know the position of key features of the World.  L2: I will know the locations of some countries within each hemisphere – using grid references (discussion around what they know about identified countries eg. Mexico, Norway and applying their knowledge)  L3: I will know where to find the Tropic of Cancer and Tropic of Capricorn

	<p>L5: I will know what run off is and the part it plays with the water cycle.</p> <p>L6: How to explain the Water cycle and how it shapes our world. –</p> <p>Outcome: children write an explanation text to demonstrate learning.</p>		<p>L5: I will know how to use a grid reference to find different settlements and identify transport links.</p> <p>L6: Create a map of a settlement that includes its features (symbols).</p>		<p>and what the climate is like there.</p> <p>L4: I will know where the Polar regions are and compare the climates with the tropics</p> <p>L5/6: I will know some of the climate changes and impacts that are occurring in these regions.</p> <p>(Greta Thunberg, cafod letters, Earthshot prize, links to English writing tasks)</p> <p>L5/6: I will know some of the climate changes and impacts that are occurring in these regions.</p> <p>(Greta Thunberg, cafod letters, Earthshot prize, links to English writing tasks)</p>
VOCABULARY					
	<p>Cycle, constant, repeat, surface, river, streams, circulates, atmosphere, process, evaporation,</p>		<p>Settlement, location, live, work, population, large, small, vary, map symbols, size, Grantham, Anglo-</p>		<p>World, locate, identify, find, explore, label, Equator, Northern hemisphere, southern</p>

	precipitation, condensation, run off, Evaporation, liquid, change, gas, heat, impact, vapour, boiling point, Condensation, water, vapour, change, cooling, condenses, clouds, Particles, water, precipitation, hail, snow, sleet, rain, Run off, absorb, process, cycle, continues.		Saxon, growth, village, town, 'ham', industry, employment, opportunities, trade, development, industry, employment, opportunities, trade, development, growth, potential, Junction, links, routes, opportunities, population, transport, access, Reference, grid, settlement, map, transport, routes, links, figures, across, up, symbols, locate, find, nearest, Settlement, symbol, map, grid, locate, find, plot.		hemisphere, tropic of Cancer and tropic of Capricorn, Locate, map, identify, grid, reference, identify, halves, hemisphere, Equator, tilt, climate, seasons, weather, Region, Equator, lines, tropics, climate, weather, southern, northern, locate, identify, Polar, area, region, climate, same, different, continent, survive, thrive, adaptations, Change, time, impact, problems, conservation, sustainability, protect, future, Change, time, impact, problems, conservation, sustainability, protect, future.
--	---	--	--	--	--

Year 5 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<b>River, Weathering and Erosion.</b>		<b><u>Mountains-</u></b>		<b><u>UK/France Comparison-</u></b>

	<p>L1: I will know the main rivers within the UK and beyond.</p> <p>L2: I will know how a river is formed and it's main features.</p> <p>L3: I will know the purpose of a weir and its impact (River Witham/fieldwork)</p> <p>L4: I will know that all rivers lead to the sea. (map route of River Witham)</p> <p>L5: I will know some of the effects a river can have on its environment (eg erosion)</p> <p>L6: I will know how to sustain rivers for the future and why this is important.</p>		<p>L1: I will know how a mountain is formed and their key features.</p> <p>L2: I will know that the climate on mountains can affect the weather and vegetation on them.</p> <p>L3: I will know some of the human and physical features of the 3 Peaks of the UK</p> <p>L4: I will know some of the human and physical features of the Alps</p> <p>L5: I will know how the Alps have shaped the tourism of the area</p> <p>L5: I will know how Mount Snowdon has shaped the tourism of the area and compare with the Alps region.</p>		<p>L1: I will know where France is and some facts about its location.</p> <p>L2: I will know that Paris is the capital city of France and that there are different ways to travel there.</p> <p>L3: I will know some of the physical features and landmarks in London.</p> <p>L4: I will know some of the physical features and landmarks in Paris</p> <p>L5: I will know how to compare the physical features and landmarks of London and Paris</p> <p>L6: Would you rather visit London or Paris – explain with supporting evidence.</p>
VOCABULARY					
	<p>Rivers, UK, the Severn the Thames, the Wye and the Trent, Nile, The Amazon and The Danube</p> <p>locate, map, identify, Source, downhill, flow,</p>		<p>Mountain, range, crag, ridge, peak, tectonic plate, fold, slope, high, tectonic plates, collide, volcanic, Altitude, difficult, breathing, pressure, sickness, height,</p>		<p>Country, Europe, continent, neighbour, France, French, border, Switzerland, Belgium, Italy, Germany, Luxemburg, Andorra, Spain and Monaco,</p>



	<p>mouth, stream, Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary.</p> <p>Weir, dam, barrier, prevent, alter, irrigation, purpose, function, flow, Route, follow, map, source, mouth, Grantham, Witham, River, environment, effect, erosion, sediment, alter, change, landscape, transport</p> <p>Protect, sustain, preserve, future, damage, pollution, waste, clean, habitat, livelihood.</p>		<p>cooler, climate, weather, thinner, biome, coniferous, alpine, deciduous, UK, Snowdon, Scafell Pike, Ben Nevis, peak, ridge, cirque, plateau, height, weathered, tourism, impact, community, advantages, disadvantages, Europe, peak, ridge, cirque, plateau, height, weathered, tourism, impact, community, advantages, disadvantages, dense, population, country, species, varieties, climate, habitat, Alpine, tourism, pros, cons, advantages, transport, employment, opportunities, growth, visitors, avalanche, dangers, risks, tourism, pros, cons, advantages, transport, employment, opportunities, growth, visitors, avalanche, dangers, risks, same, different</p>		<p>English Channel, south, hemisphere. City, capital, Paris, transport, Charles de Gaulle, Eurostar, channel tunnel, ferry, routes, map, Orley, City, London, capital, south, England, Thames, landmark, City, Paris, capital, north, France, Seine, landmark, Same, map, location, label, different, evidence, Pros, cons, advantages, disadvantages, evidence, reasons, argument,</p>
--	--	--	---	--	---

**Year 6  
GEOGRAPHY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><b>Trading- Economic activity including trade links, and the distribution of natural resources including energy food minerals and water.</b></p> <p>L1: I will know what trading means and some of the goods and services traded by the UK.</p> <p>L2: I will know some of the main countries that the UK trades with and can make some suggestions as to why this is.</p> <p>L3: I will know the impact of Brexit on UK trading and begin to understand the economic implications of these.</p> <p>L4: I will know some countries which trade energy and why.</p> <p>L5: I will know the impact of a Global Crisis on trading.</p>		<p><b>Environmental Sustainability.</b></p> <p>L1: I will know what is meant by sustainability and some examples of different areas.</p> <p>L2: I will know that land is used for different purposes (brown field, green field)</p> <p>L3/4: I will know that there are many considerations when building houses. (Visitor from planning/Environmental agency)</p> <p>L5: I will know how to gather and prepare information about sustainability and the housing crisis.</p> <p>L6: Debate – different groups/different scenarios.</p>		<p><b>North and South America.</b></p> <p>L1: I will know how to locate N. and S. America on a map and the names of some of the states and countries.</p> <p>L2: I will know that the world has different time zones. (start in Greenwich and then plot places in USA to compare – link to major cities).</p> <p>L3: I will know some of the landmarks in North America.</p> <p>L4: I will know some of the landmarks in South America.</p> <p>L5: I will know how to work in pairs/small groups to research and present information on one of these regions.</p> <p>L6: I will know how to work in pairs/small groups to research and</p>

	L6: I will know what Fairtrade is and why this is beneficial.				present information on one of these regions.
VOCABULARY					
	Trade, import, export, key, fair trade, Fairtrade, Globalisation, brand, multinational company, supply, British Empire. Trade, import, export, key, Globalisation, brand, multinational company, supply, export, import, goods, services, Brexit, economy, economic, impact, implication, rules, laws, changes, issues, European Union, borders, restrictions, Trade, demand, supply, energy, impact, problems, primarily, crude oil, refined oil, supplier, sources, Global, crisis, impact, trade, reasons, supply, demand, effect, Fair, supply, pay, equal, discrimination, support, partnership, mutual,		Sustainability, environment, change, planet, future, protect, resources, habitats, pollution, waste, climate, Land, purpose, urban rural, agricultural, brownfield, greenfield, development, Planning, application, submit, agency, habitat, erosion, flooding, conservation, protect, demand, supply, effect, permission, Planning, application, submit, agency, habitat, erosion, flooding, conservation, protect, demand, supply, effect, permission, Sustainability, housing, supply, demand, sources, Arguments, evidence, for, against, advantages, disadvantages.		Locate, map, identify, label, north, America, south America country, states, continents, name, hemisphere, population, Globe, time zone, Meridien, latitude, Prime, Landmark, locate, identify, map, feature, equator, climate, Landmark, locate, identify, map, feature, equator, climate, Sustainability, housing, supply, demand, sources,, Arguments, evidence, for, against, advantages, disadvantages.

	benefit, farming, growth, price, trust.				
--	--	--	--	--	--