

Year 3 Autumn 1

Milestone LO: Name and locate counties and cities of the United Kingdom and geographical regions.

Big Question: How has Southampton changed over the last 50 years?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Location Space Scale Distances Compass directions</p>	<p>Know that...</p> <ul style="list-style-type: none"> • A country is a piece of land that forms part of a continent. (revisit from EYFS) • A county is a piece of land that forms part of a country. • Our county is called Hampshire. • Hampshire is part of England. • There are 48 counties in England. • A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. (revisit from EYFS) • Some of the largest cities in Hampshire are: Southampton, Portsmouth, Winchester, Basingstoke and Eastleigh. • Symbols are used on maps to represent physical and human features (revisit what a map and symbol is from KS1) • Cities are marked on a map with a square and capital cities are a star. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use maps, atlases, digital computer mapping and globes to: <ul style="list-style-type: none"> ○ Locate different parts of the UK ○ Name and locate counties and cities of the United Kingdom and geographical regions.
<p>Vocabulary</p>	<p>Country County Hampshire England Community City (Southampton, Portsmouth, Winchester, Basingstoke, Eastleigh) Human features Physical features Topography Mountain Hill Valley Lake Ocean River City Dam Road Agriculture Farming Transport Crops</p>	
<p>Enrichment & wider development</p>	<p>Visit from citizen of Southampton who has resided there for 50 years or more. Share stories/memories/photos/answer questions relating to how it has changed over the last half a century.</p>	



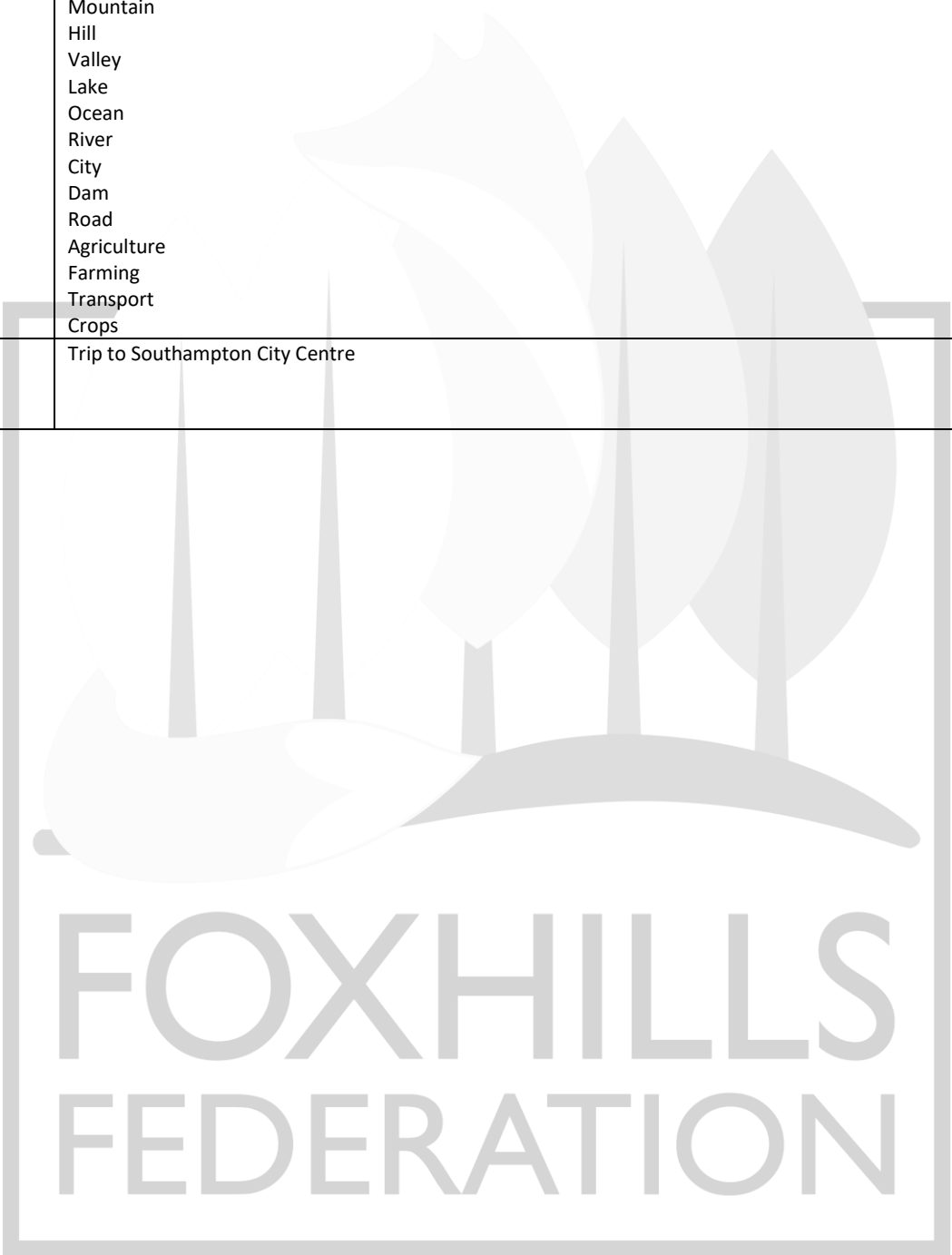
Year 3 Autumn 2

Milestone LO: Children will learn to identify human and physical characteristics of counties and cities in the UK. They will also learn about key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Big Question: How has Southampton changed over the last 50 years?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Scale Distances Compass directions Place Landscapes Environments Similarities Differences Human processes Physical processes	Know that... <ul style="list-style-type: none"> • A country is a piece of land that forms part of a continent. (revisit from EYFS and Autumn 1) • A county is a piece of land that forms part of a country. (revisit from Autumn 1) • Our county is called Hampshire. (revisit from Autumn 1) • Hampshire is part of England. (revisit from Autumn 1) • There are 48 counties in England. (revisit from Autumn 1) • A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. (revisit from EYFS and Autumn 1) • Some of the largest cities in Hampshire are: Southampton, Portsmouth, Winchester, Basingstoke and Eastleigh. (revisit from Autumn 1) • Symbols are used on maps to represent physical and human features (revisit what a map and symbol is from KS1) • Cities are marked on a map with a square and capital cities are a star. (revisit from Autumn 1) • A physical features is natural and a human feature is manmade. (Revisit from KS1) • Human and physical characteristics are different because human features are manmade and physical features have occurred naturally. • Topography is what a map looks like, which may include mountains, hills, valleys, lakes, oceans, rivers, cities, dams, and roads (see definitions below). • Humans have affected the land mass over time. E.g. buildings, transport, agriculture. • Agriculture is the practice of farming and growing crops. • Land-use refers to what the land has been used for (e.g. farming, housing etc.) • Places change over time. Southampton city centre has changed because new things have been built (Bargate, West Quay and the Watermark Building, Southampton stadium), shops have changed and road layouts have changed. 	Know how... <ul style="list-style-type: none"> • To use maps, atlases, digital computer mapping and globes to: <ul style="list-style-type: none"> ○ Describe features studied ○ Identify human and physical characteristics ○ Identify topographical features ○ Understand how some of these aspects have changed over time
Vocabulary	Country County Hampshire England Community	

	<p>City (Southampton, Portsmouth, Winchester, Basingstoke, Eastleigh)</p> <p>Human features</p> <p>Physical features</p> <p>Topography</p> <p>Mountain</p> <p>Hill</p> <p>Valley</p> <p>Lake</p> <p>Ocean</p> <p>River</p> <p>City</p> <p>Dam</p> <p>Road</p> <p>Agriculture</p> <p>Farming</p> <p>Transport</p> <p>Crops</p>
Enrichment & wider development	Trip to Southampton City Centre



Year 3 Spring 1

Milestone LO: Describe and understand the aspects of physical geography, including: the water cycle.

Big Question: Where does our water come from?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human processes Physical processes Landscapes Environments	Know that... <ul style="list-style-type: none"> • A physical features is natural and a human feature is manmade. (Revisit from KS1 and Autumn term) • Human and physical characteristics are different because human features are manmade and physical features have occurred naturally. (revisit from Autumn term) • Topography is what a map looks like, which may include mountains, hills, valleys, lakes, oceans, rivers, cities, dams, and roads (see definitions below). (revisit from Autumn term) • A cycle means you will always come back to the point at which you started and it is a process that continues time and time again. • The water cycle is a path that all water follows as it moves around Earth in different states. • There are four stages of the water cycle. These are: evaporation, condensation, precipitation and collection. • Water is a liquid. • A liquid is matter that changes shape to fit a container. • When water evaporated, it changes into a gas (vapour) and moves upwards to form clouds. • In the clouds, condensation occurs. Condensation is when the water vapour rises higher and higher and the cool air of the atmosphere causes the vapour to turn back into liquid water. • Precipitation occurs when the clouds are too heavy and water falls in the form of: rain, sleet, hail, snow. • Collection is when the form of precipitation enters back into streams, rivers and seas, and the cycle begins again. 	Know how... <ul style="list-style-type: none"> • To interpret information from diagrams. • To use explanation texts to extract information. • To interpret visual representations e.g. video footage of a water cycle over time.
Vocabulary	Physical feature Topography Hill Mountain Valley Stream River Seas Water cycle State Stage Evaporation Vapour Liquid Container Condensation Vapour Atmosphere Precipitation (rain, sleet, hail, snow) Collection	
Enrichment & wider development	https://www.angling4education.com/assets/img/943001.pdf	



Year 3 Spring 2

Milestone LO: Describe and understand the aspects of human geography, including: distribution of natural resources including energy, minerals and water.

Big Question: Where does our water come from?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human processes Physical processes Landscapes Environments Environmental impact Sustainable development Interdependence	Know that... <ul style="list-style-type: none"> • Human and physical characteristics are different because human features are manmade and physical features have occurred naturally. (revisit from Autumn term) • Distribution is sharing things out to things or people. • Natural resources are materials that are drawn from nature. • Energy is the ability to do work. Energy makes things move. It makes machines go. Energy also makes living things grow. • Minerals make up the Earth's rocks, sands and soils. They do not come from an animal or a plant. • Water is a liquid (revisit spring 1) • Humans have interfered with natural water to make it safe for drinking and purchasing in the shop. • Different types of energy include wind energy, light energy, heat energy, electric energy and nuclear energy. • Energy can be used to power our homes • The process of creating energy can have an impact on the natural land and disrupt landscapes and environments. • Water is filtered and sterilised and then sent through to our taps or into bottles. • About 80% of plastic water bottles end up in landfills worldwide. Over 8 million tonnes of plastic bottles end up in the ocean each year. • Plastic pollution releases harmful chemicals which has a negative impact on the soils, water and other natural resources. 	Know how... <ul style="list-style-type: none"> • Physical and human processes can have an impact on the world. • To observe, analyse and explore the world around me. • To interpret information from diagrams. • To use explanation texts to extract information. • To interpret visual representations e.g. video footage of the process of water from a river to a water bottle and photos showing the impact of plastic pollution on the environment. • To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs (revisit) • To problem solve and consider different points of view.
Vocabulary	Human Physical Naturally Resources Distribution Materials Energy (wind, light, heat, electric, nuclear) Machines Minerals Rocks Sands Soils Animal Plant Power Impact Landscapes Environments Filtered Sterilised Landfills Chemicals Harmful Negative	
Enrichment & wider development	Visitor from Southern Water. Environmental activist visitor.	

Year 3 Summer 1

Milestone LO: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Use maps, atlases and digital/computer mapping to locate and describe physical and human features of London. Children will use symbols and keys (including the use of OS maps) to build their knowledge of London.

Big Question: More boats or buildings?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes	Know that... <ul style="list-style-type: none"> • London is a city • A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. (revisit early years) • Some of the physical features of London are the River Thames, Hyde Park, Richmond Park, Kew Gardens, Hampstead Heath, and Primrose Hill. • Some of the human features of London are Buckingham Palace, Big Ben, The London Eye, The London Dungeons, The Shard, Houses of Parliament, red telephone houses, the tube, London Bridge. • People living in London have different religions, cultures, beliefs, traditions, languages spoken and backgrounds. • London is one of the most multi-cultural and ethnically mixed places on the planet. • The population of London (in 2019) was 8.982 million • London's size is approximately 1,572 km² 	Know how... <ul style="list-style-type: none"> • Use maps, atlases and digital/computer mapping to locate and describe physical and human features of London. • Use symbols and keys (including the use of OS maps) to build their knowledge of London • Show a curiosity for the world and its people
Vocabulary	City Community Variety Physical features (River Thames, Hyde Park, Richmond Park, Kew Gardens, Hampstead Heath, Primrose Hill) Human features (Buckingham Palace, Big Ben, The London Eye, The London Dungeons, The Shard, Houses of Parliament, red telephone houses, the tube, London Bridge) Religion Culture Belief Tradition Language Backgrounds Multi-cultural Ethnic Population	
Enrichment & wider development	Pupils who have experienced London could share their memories, photos, souvenirs for a bring and share event. Staff could also share experiences.	

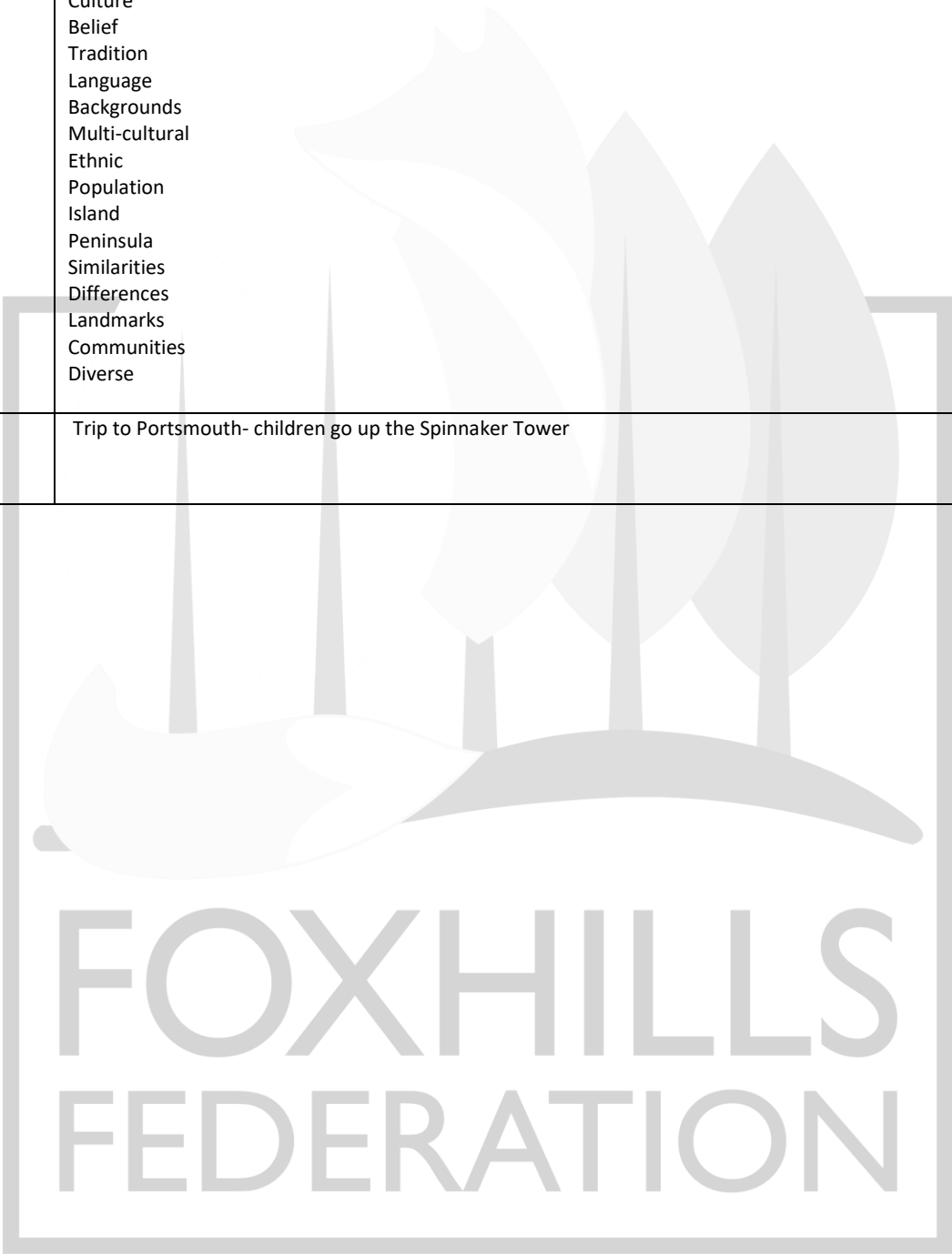
Year 3 Summer 2

Milestone LO: Understand geographical similarities and differences through the study of human and physical geography of two regions within the United Kingdom. Use fieldwork to observe the human and physical features of a local area using sketch maps and digital technologies.

Big Question: More boats or buildings?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes Interdependence Similarities Differences Space Distance	Know that... <ul style="list-style-type: none"> London is a city (revisit summer 1) A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. (revisit early years) Some of the physical features of London are the River Thames, Hyde Park, Richmond Park, Kew Gardens, Hampstead Heath, and Primrose Hill. (revisit summer 1) Some of the human features of London are Buckingham Palace, Big Ben, The London Eye, The London Dungeons, The Shard, Houses of Parliament, red telephone houses, the tube, London Bridge. (revisit summer 1) People living in London have different religions, cultures, beliefs, traditions, languages spoken and backgrounds. (revisit summer 1) London is one of the most multi-cultural and ethnically mixed places on the planet. (revisit summer 1) The population of London (in 2019) was 8.982 million (revisit summer 1) London's size is approximately 1,572 km² (revisit summer 1) Portsmouth is also a city Portsmouth lies on Portsea Island, a narrow peninsula that separates two inlets of the English Channel. Portsmouth Harbour to the West and Langstone Harbour to the east. Some of the physical features of Portsmouth are Eastney Beach, the harbour, lakes, parks, Southsea Common Some of the human features in Portsmouth are Spinnaker Tower, Gunwharf Quays, Guildhall, Portsmouth Historic Dockyard, train stations, East Side Plaza (lipstick building) Portsmouth Stadium (Fratton Park) The similarities of Portsmouth and London are they both have train stations, both have shopping areas, both have famous landmarks, both are near a body of water, both have parks, both have diverse communities. 	Know how... <ul style="list-style-type: none"> Use maps, atlases and digital/computer mapping to locate and describe physical and human features of London and Portsmouth (revisit from summer 1) Use symbols and keys (including the use of OS maps) to build their knowledge of London and Portsmouth (revisit summer 1) Show a curiosity for the world and its people (revisit summer 1) Use fieldwork to observe the human and physical features of a local area using sketch maps and digital technologies.
Vocabulary	City Community Variety Physical features (River Thames, Hyde Park, Richmond Park, Kew Gardens, Hampstead Heath, Primrose Hill, Eastney Beach, the harbour, lakes, parks, Southsea Common)	

	<p>Human features (Buckingham Palace, Big Ben, The London Eye, The London Dungeons, The Shard, Houses of Parliament, red telephone houses, the tube, London Bridge, Spinnaker Tower, Gunwharf Quays, Guildhall, Portsmouth Historic Dockyard, train stations, East Side Plaza (lipstick building) Portsmouth Stadium (Fratton Park)</p> <p>Religion</p> <p>Culture</p> <p>Belief</p> <p>Tradition</p> <p>Language</p> <p>Backgrounds</p> <p>Multi-cultural</p> <p>Ethnic</p> <p>Population</p> <p>Island</p> <p>Peninsula</p> <p>Similarities</p> <p>Differences</p> <p>Landmarks</p> <p>Communities</p> <p>Diverse</p>
<p>Enrichment & wider development</p>	<p>Trip to Portsmouth- children go up the Spinnaker Tower</p>



Year 4 Autumn 1

Milestone LO: Children will locate the world's countries, using maps to focus on Europe (including the location of Russia). They will also use maps, atlases, globes and digital/computer mapping to locate countries in Europe.

Big Question: How can the continent of Europe be defined?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Global Position Landscapes Cultural awareness Cultural diversity	Know that... <ul style="list-style-type: none"> • A continent is a mass of land encompassing countries (Year, 1, Autumn 1) • There are 7 continents in the World. (Year 1, Autumn 1) • The seven continents are called: Asia, Africa, North America, South America, Europe, Antarctica and Oceania. (Year 1, Autumn 1) • The population of Europe is 746.4 million (2018) making it the second smallest continent after Oceania. • There are 50 countries in Europe, but only 44 of them have their capital city on the European continent. • The largest country in Europe is Russia. • The smallest country in Europe is Vatican City. • Different countries in Europe have different flags to represent and symbolise people and their values, morals, and ideals. • Different countries speak different languages; there are officially 24 languages spoken across Europe 	Know how... <ul style="list-style-type: none"> • To locate the world's countries, using maps to focus on Europe (including the location of Russia). (revisit) • To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (revisit) • To observe and explore the world around me (revisit) • To show a curiosity about the world and its people. (revisit)
Vocabulary	Continent Country Europe Population Capital City Flags Symbolise Values Morals Ideals Languages	
Enrichment & wider development	Language workshop. Visitor to come and teach children some key phrases in another language from a country in Europe. Italian?	

Year 4 Autumn 2

Milestone LO: Children will locate the world’s countries, using maps to focus on Europe (including the location of Russia). They will also use maps, atlases, globes and digital/computer mapping to locate countries in Europe and **describe features studied.**

Big Question: How can the continent of Europe be defined?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Global Position Cultural diversity Cultural awareness Landscapes Similarities Differences Scale Distance	Know that... <ul style="list-style-type: none"> The population of Europe is 746.4 million (2018) making it the second smallest continent after Oceania. (revisit Autumn 1) There are 50 countries in Europe, but only 44 of them have their capital city on the European continent. (revisit Autumn 1) The largest country in Europe is Russia. (revisit Autumn 1) The smallest country in Europe is Vatican City. (revisit Autumn 1) Different countries in Europe have different flags to represent and symbolise people and their values, morals, and ideals. (revisit Autumn 1) Different countries speak different languages; there are officially 24 languages spoken across Europe (revisit Autumn 1) Different countries have specific landmarks to help recognise them; some key landmarks include The Eiffel Tower (France) The Colosseum (Italy), Parthenon (Greece), and Stonehenge (England) Tower of Pisa (Italy). In 2020, the British nation voted to leave the European Union because they felt this offered the best chance for the UK to regain control over immigration (see vocabulary list) and its own borders- The UK is still geographically within Europe. People move from one country to another for various reasons relating to war, jobs, education, climate and changes in situations. There are different ways in which we can be inclusive and celebrate diversity. 	Know how... <ul style="list-style-type: none"> To locate the world’s countries, using maps to focus on Europe (including the location of Russia). (revisit autumn 1) To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (revisit autumn 1) To observe and explore the world around me (revisit autumn 1) To show a curiosity about the world and its people. (revisit autumn 1)
Vocabulary	Continent Country Europe Population Capital City Flags Symbolise Values Morals Ideals Languages Landmarks (The Eiffel Tower (France) The Colosseum (Italy), Parthenon (Greece), and Stonehenge (England) Tower of Pisa (Italy).) British Nation Immigration Border War Education Climate	
Enrichment & wider development	Trip to Stonehenge to give children the opportunity to compare landmarks across the UK and lead them onto Physical and Human processes in Spring.	

Year 4 Spring 1

Milestone LO: Children will describe and understand key aspects of physical geography, including rivers and mountains. Children will also use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs.

Big Question: What role do rivers play in the distribution of food in Europe?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Physical processes Environmental impact Interdependence Physical processes Landscapes Environments Space Scale	Know that... <ul style="list-style-type: none"> • A river is a ribbon like body of water that flows downhill from the force of gravity • Rivers are found on every continent and on nearly every kind of land. • A river may be only kilometre long, or it may span much of a continent. • The longest rivers in the world are the Nile in Africa and the Amazon in South America. • The longest river in Europe is The Volga; • Aril is the shortest river in Europe and flows for 175 meters and enters Lake Garda, in Italy. • There are key rivers across Europe; these include The Danube (Germany), Douro River (Spain) Rhone River (France), Seine River (France, Paris), Thames (England, London) • Rivers are important for many reasons, the key physical reason is that they carry large quantities of water from the land to the ocean • The movement of water between land, ocean, and air is called the water cycle. • The water cycle constantly replenishes Earth's supply of fresh water, which is essential for almost all living things. • The water cycle is a path that all water follows as it moves around Earth in different states. (revisit year 3 , spring 1) • There are four stages of the water cycle. These are: evaporation, condensation, precipitation and collection (revisit year 3 , spring 1) • There are key features of a river; these include the source, meander, tributary, confluence, estuary, channel, mouth, oxbow lake, delta) • Rivers are important because they provide transportation routes, water for drinking and for irrigating farmland, and power for homes and industries • Irrigation is the supply of water to land and crops to help growth. • A mountain is a natural upward projection of the earth's surface, higher and steeper than a hill and often having a rocky summit. • The height of a mountain is called altitude • The highest mountain in the world is Mount Everest, Nepal. • The largest mountain in Europe is Mount Elbrus, Russia. • There are key features of a mountain; these include summit, slopes, ridges, valley, base, range and peak. • Mountains are different to hills; a hill is a naturally raised area of land that's not as high as a mountain. • People can work and live in the mountains; Climbers and tourists visit them for the scenery. Farmers graze their animals on them. Water authorities make reservoirs and pump the water to towns and cities. Forestry companies grow coniferous forests and harvest wood on them. 	Know how... <ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, including rivers and mountains (revisit) • To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs (revisit) • To understand the impact physical processes have on the world. (revisit) • To explore, observe and analyse the world around me. (revisit)

	<ul style="list-style-type: none"> • People can do various activities on mountains; these include trekking, abseiling, climbing, biking. • Mountains serve as natural borders to separate countries • Their height can influence weather patterns, stalling storms that roll off the oceans and squeezing water from the clouds, meaning they are a vital element within the water cycle (revisit year 3 spring 1) • Some key mountains across Europe are Ben Nevis (Scotland, Europe), Mont Blanc (part of the Alps range, Italy, France and Switzerland), Pyrenees (Mountain range between France and Spain), Apennines (Italy, where Mount Vesuvius and Mount Etna can be found)
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Vocabulary	<ul style="list-style-type: none"> River Gravity Span Continent Land Ocean Air Water Cycle Replenish Living things Source Meander Tributary Confluence Estuary Channel Mouth Oxbow lake Delta Transportation Irrigation Industries Crops Mountain Projection Steep Altitude Summit Slopes Ridges Valley Base Range Peak. Hill Climbers Tourist Graze Reservoir Coniferous trees Trekking Abseiling Border
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Enrichment & wider development	Trip to Beaulieu River
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Year 4 Spring 2

Milestone LO: To describe and understand key aspects of human geography with a focus on the distribution of food.

Big Question: What role do rivers play in the distribution of food in Europe?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Physical processes Environmental impact Interdependence Physical processes Landscapes Environments Space Scale</p>	<p>Know that...</p> <ul style="list-style-type: none"> • A river is a ribbon like body of water that flows downhill from the force of gravity (revisit from Spring 1) • Rivers are found on every continent and on nearly every kind of land. (revisit from Spring 1) • Distribution of food is giving or delivering food to a number of people or places. • Import means to bring goods in to a country from abroad to sell. • Export means to send goods to another country for sale. • The food we find in supermarkets has travelled from different places. • In Spain, foods such as strawberries, almonds, oranges, olives, olive oil and mandarins are exported to the UK. • In France, foods such as vinegar, cheese and wine are exported to the UK • In Italy, foods such as pasta, wine and tomatoes are exported to the UK. • In Germany and Belgium, foods such as chocolate are exported to the UK. • The major UK exports are whiskey, salmon, shellfish, cheese, chocolate and beer. • After the 2020 “Brexit”, food exports have dropped. This was largely caused by tightening custom requirements and long port delays, meaning many UK food producers are no longer able to send perishable goods to the EU. • “Brexit” is when the British nation voted to leave the European Union because they felt this offered the best chance for the UK to regain control over immigration and its own borders- The UK is still geographically within Europe. (revisit, year 4, autumn 2) • Some fruits and vegetables do not need to be imported to the UK. They can be grown in greenhouses at the correct temperature. • Within the UK, food is distributed from farms to the supermarkets and then into our shopping trolleys ready to consume. Farmers plough the soil in preparation for the seeds to be sown. • When the vegetables are ready, they are harvested. Some vegetables are harvested by hand and others by machine. The vegetables are then sold to shops or at markets. • A machine gently takes milk from the cow. The milk goes into the tanker where it is kept cool on its way to the dairy. At the dairy, it is heat treated and cooled very quickly to kill any harmful bacteria. 	<p>Know how...</p> <ul style="list-style-type: none"> • To describe and understand key aspects of human geography, with a focus on food distribution.(revisit) • To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs (revisit) • To understand the impact human processes have on the world. (revisit) • To explore, observe and analyse the world around me. (revisit) • To show a curiosity about the world and its people. (revisit) • To problem solve and consider different points of view.

	<p>Finally, the milk is put into bottles or cartons, ready to sell.</p> <ul style="list-style-type: none"> • Seeds are sown in a field and then the seeds grow into wheat which is then harvested. The wheat is ground down to make flour. The sack of flour is driven down to the bakery and the loaves are then sliced, packaged and delivered to the shop to be sold. This is then put into an oven and baked. This can then be distributed to shops and bakeries to be sold. • Some fish are caught for food by fishermen out at sea. The fish is packed in ice to keep it fresh. It is brought back to the docks, where it is sold to shops. The fish might be filleted when you buy it. This means the best parts are kept to be eaten and the rest is thrown away. • Food can be distributed via rail, ship or air. • Rivers are the lifeblood of Europe. They provide us with water, food, transport, and power, supporting the economies of rural communities and major cities across the continent. 	
<p>Vocabulary</p>	<p>River Gravity Span Continent Land Distribution Delver Import Export Sale Sell Supermarket Brexit Custom Producers Perishable European Union Immigration Greenhouses Temperature Consume Plough Harvest Tanker Machine Bacteria Sown Filleted</p>	
<p>Enrichment & wider development</p>	<p>Trip to Asda, Totton to buy different food from across Europe. They can test and taste in class.</p>	

Year 4 Summer 1

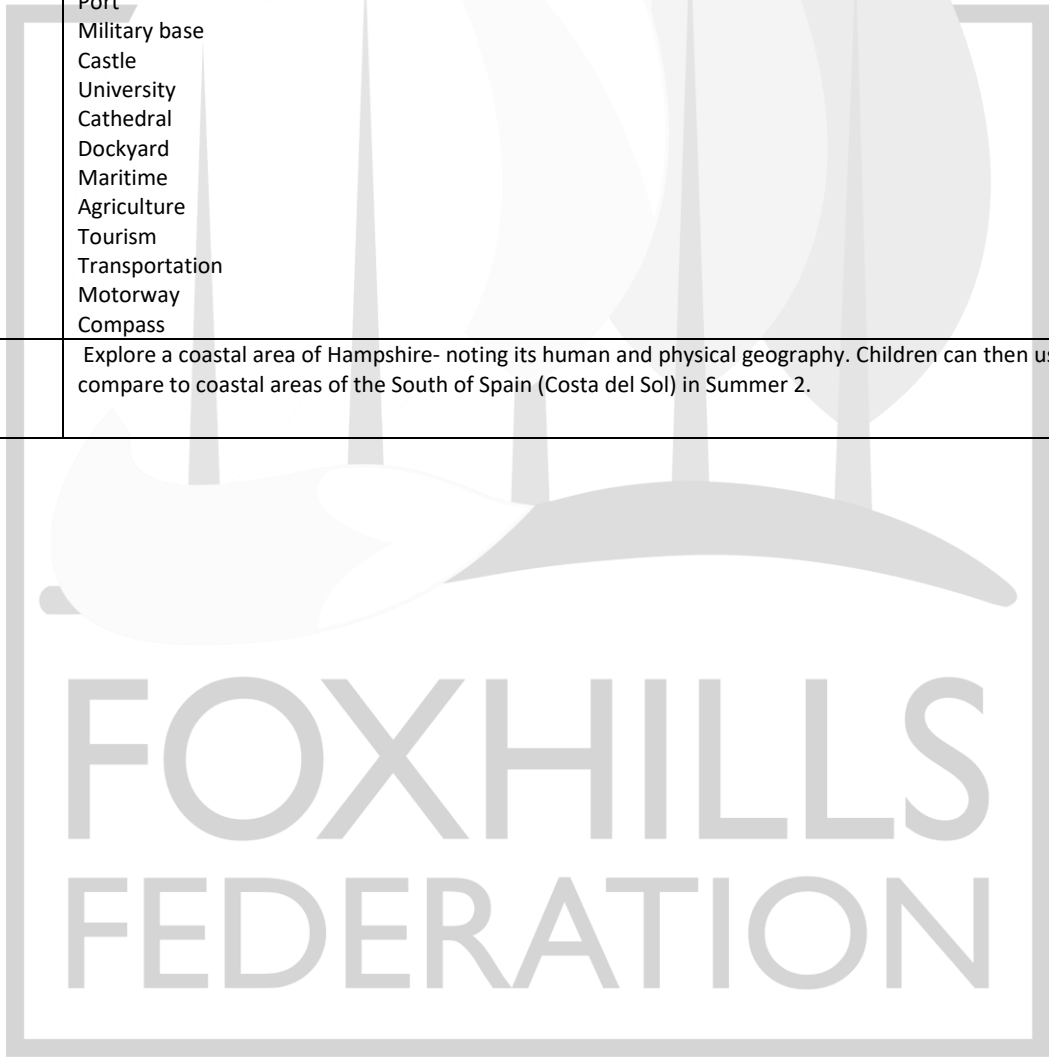
Milestone LO: Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Children will use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the South of England (Hampshire).

Big Question: How do European landscapes compare to the United Kingdom?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes	Know that... <ul style="list-style-type: none"> • A country is a piece of land that forms part of a continent (revisit EYFS) • A county is a piece of land that forms part of a country. (revisit year 3, autumn) • Our county is called Hampshire (revisit year 3, autumn) • Hampshire is part of England. (revisit year 3, autumn) • Hampshire is located in South-East England • Hampshire is bordered by Berkshire to the north, Surrey and West Sussex to the east, the Isle of Wight across the Solent to the south, Dorset to the west, and Wiltshire to the north-west. • The two largest cities in Hampshire include Southampton and Portsmouth. • Villages and towns in Hampshire includes Beaulieu, Lyndhurst, Stockbridge, Ringwood, Hamble, Hythe, Totton, Eling, Brockenhurst, Romsey and Whitely. • The physical geography of this region includes upland, chalk-lands, south-flowing rivers, lowlands and marshes, heaths, coastlines along the English Channel coastlands plus two national parks including New Forest and South-Downs. • Major rivers in Hampshire include the Test, Itchen, and Avon. • Hampshire has wildlife typical of the island of Great Britain- which includes otters, wild boar, ponies, free-reining herd of red deer and stags. • The New Forest, located in Hampshire, is a popular tourist destination known for its natural beauty and wildlife. • The human geography of Hampshire includes ports, military bases, castles, Southampton University, shopping centres, Spinnaker Tower, Winchester Cathedral, National Trust sites, Portsmouth historic dockyard, Fort Nelson. • Its economy mainly derives from major companies, maritime, agriculture and tourism • Hampshire has a well-developed transportation network, including major roadways such as the M3 and M27 motorways. • Ports in Southampton and Portsmouth are crucial hubs for maritime transportation. • Southampton Airport serves as a regional air travel hub • A compass is a tool for finding the direction of a place or location. (revisit year 2) • North north-east, north-west, east, south, south-east, south-west and west are the key points of a compass 	Know how... <ul style="list-style-type: none"> • To show curiosity about the world and its people. • To use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and other parts of Europe. • To read an explore maps and atlases

Vocabulary	<ul style="list-style-type: none"> County Border Village Town City Upland Chalk land Lowlands Marsh Heath Coastline National park Wildlife Tourist Destination Port Military base Castle University Cathedral Dockyard Maritime Agriculture Tourism Transportation Motorway Compass
Enrichment & wider development	<p>Explore a coastal area of Hampshire- noting its human and physical geography. Children can then use this to compare to coastal areas of the South of Spain (Costa del Sol) in Summer 2.</p>



Year 4 Summer 2

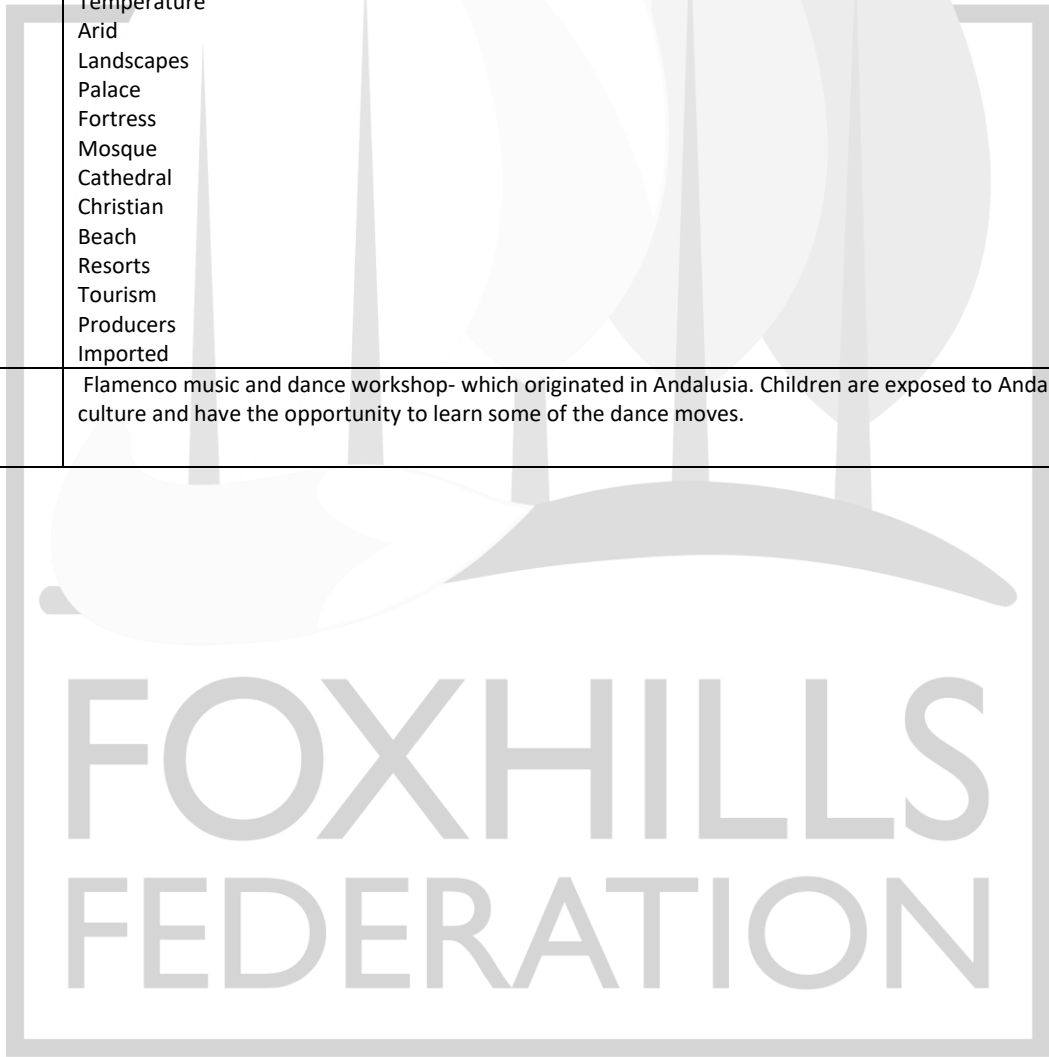
Milestone LO: Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Children will use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the South of England (Hampshire) alongside Andalusia (Southern Spain).

Big Question: How do European landscapes compare to the United Kingdom?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes	Know that... <ul style="list-style-type: none"> • A country is a piece of land that forms part of a continent (revisit EYFS) • There are 50 countries in Europe, but only 44 of them have their capital city on the European continent. (revisit autumn 1) • Spain is a country in Europe • Andalusia is a region in the Southern part of Spain • Andalusia is divided into eight provinces: Almería, Cádiz, Córdoba, Granada, Huelva, Jaén, Málaga and Seville. Its capital is the city of Seville. • The main language of Andalusia is Spanish. • The physical geography of Andalusia includes Sierra Nevada: • Sierra Nevada is a mountain range in the south-eastern part of the region, which includes mainland Spain's highest peak Mulhacén.,Guadalquivir River: • Mulhacén. Guadalquivir River: is the major river of Andalusia, flowing through the region and providing water for agriculture. • Coastal plains- extensive low-lying areas along the Mediterranean and Atlantic coasts, featuring beaches and fertile lands for agriculture. • Natural parks and reserves such as Doñana National Park, known for its biodiversity and wetlands. • The vegetation in Andalusia includes palm trees, olive groves, vineyards, oak and pine forests, scrublands and cacti. • Andalusia has a varied climate, with hot summers and mild winters in the coastal areas, while the interior regions experience more extreme temperatures, with hot summers and cold winters. The region generally receives low rainfall, particularly in the eastern part, leading to some semi-arid and arid landscapes. • The definition of arid is having little or no rain, too dry or barren to support the growth of vegetation • The human geography of Andalusia includes The Alhambra: A stunning Moorish palace and fortress complex located in Granada, Mezquita-Catedral de Córdoba: An iconic mosque-cathedral in Córdoba, showcasing the blend of Moorish and Christian architecture, The Giralda: A bell tower originally built as a minaret for the Great Mosque of Seville, now part of the Seville Cathedral, The Alcazar of Seville: A royal palace in Seville known for its intricate Moorish design and beautiful gardens, The Costa del Sol: The "Sun Coast" known for its beautiful beaches and resorts, attracting tourists from around the world • Andalusia is one of the world's largest producers of olive oil. • Food imported to England from Andalusia include olive oil, citrus fruits, wine, almonds, fresh produce (cucumber, peppers, tomatoes, strawberries) & Spanish ham. 	Know how... <ul style="list-style-type: none"> • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country • To use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) • To appreciate similarities and differences between human and physical processes.

Vocabulary	Country Continent City Province Language Mountain range Region Agriculture Coastal plains Fertile Mediterranean Atlantic Vineyards Cacti Climate Temperature Arid Landscapes Palace Fortress Mosque Cathedral Christian Beach Resorts Tourism Producers Imported
Enrichment & wider development	Flamenco music and dance workshop- which originated in Andalusia. Children are exposed to Andalusia’s musical culture and have the opportunity to learn some of the dance moves.



Year 5- Autumn 1

Milestone LO: Children will locate the world's countries, using maps to focus on South America concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.

Big Question- How far from Venezuela to Peru?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Location Space Global Position Landscapes Cultural awareness Cultural diversity Human processes Physical processes</p>	<ul style="list-style-type: none"> • A continent is a mass of land encompassing countries (Year, 1, Autumn 1) • There are 7 continents in the World. (Year 1, Autumn 1) • The seven continents are called: Asia, Africa, North America, South America, Europe, Antarctica and Oceania. (Year 1, Autumn 1) • South America is a continent located in the Western Hemisphere of the earth below North America • The population of South America is 422.5 million (2016) • It is bordered by the Pacific Ocean to the west, the Atlantic Ocean to the east, and the Caribbean Sea to the north. • South America is the fourth largest continent by land area. • Major countries and their capitals in South America include Brazil (Brasília), Argentina (Buenos Aires), Peru (Lima), Colombia (Bogotá), Venezuela (Caracas) • South America can be divided into three physical regions: mountains and highlands, river basins, and coastal plains. • The geographical features of South America include the Amazon Rainforest, the Andes Mountains (the longest mountain range in the world), the Atacama Desert (driest place on Earth, located in Chile), the Amazon River (the second longest river in the world), the Andean Plateau (Altiplano), and the Patagonian Desert. • South America is home to rich natural resources such as oil, natural gas, minerals (including copper, silver, gold), and agricultural products (including coffee, soybeans, and bananas). • There are diverse cultures and languages found across South America, including indigenous groups. • Indigenous means originating or occurring naturally in a particular place; native. • South America's human landscape is deeply influenced by indigenous populations and their connection to the physical environment. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To observe and explore the world around me (revisit) • To show a curiosity about the world and its people. (revisit) • To locate the world's countries, using maps to focus on South America. (revisit)
<p>Vocabulary</p>	<p>Continent Hemisphere Population Region Physical region Mountain Highland Rainforest Desert River Resources Oil Natural gas Minerals Agriculture Products Indigenous Originating Native Natural Landscapes Physical environment</p>	
<p>Enrichment & wider development</p>	<p>Visitors or members of staff who have travelled to South America share their experiences with memories, photos and opportunity for children to ask questions about a country/part of South America.</p>	



Year 5- Autumn 2

Milestone LO: Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere alongside the Tropics of Cancer and Capricorn.

Big Question-

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Location Space Scale Global Position Landscapes Physical processes</p>	<ul style="list-style-type: none"> • Latitude and longitude are imaginary lines used to locate places on Earth's surface. • Lines of latitude run horizontally around the Earth. • The Equator is the main line of latitude, dividing the Earth into the Northern Hemisphere and the Southern Hemisphere. • Latitude is measured in degrees north or south of the Equator, ranging from 0° at the Equator to 90°N at the North Pole and 90°S at the South Pole. • Longitude: Lines of longitude run vertically from the North Pole to the South Pole. • Equator: The Equator is an imaginary line around the middle of the Earth, equidistant from the North Pole and the South Pole. It's located at 0° latitude and divides the Earth into the Northern Hemisphere and the Southern Hemisphere. • The Northern Hemisphere is located north of the Equator • The Southern Hemisphere is located south of the Equator. • Tropics of Cancer and Capricorn are lines of latitude located at approximately 23.5° north and south of the Equator, respectively. • Tropic of Cancer is located at approximately 23.5° north latitude. • The Tropic of Cancer marks the northernmost point where the Sun appears directly overhead at noon during the June solstice. • The Tropic of Capricorn is located at approximately 23.5° south latitude. • The Tropic of Capricorn marks the southernmost point where the Sun appears directly overhead at noon during the December solstice. • The continent of South America is located south of the Tropic of Cancer • The equator runs through the continent of South America • The Tropic of Capricorn runs through the continent of South America. • South America is mainly located within the Southern Hemisphere with a small portion in the Northern Hemisphere. 	<ul style="list-style-type: none"> • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. • To use maps, atlases, globes and digital/computer mapping to locate countries within South America and describe features studied. • To observe and explore the world around me (revisit) • To locate the world's countries, using maps to focus on South America. (revisit)
<p>Vocabulary</p>	<p>Latitude Longitude Horizontal Vertical Equator Northern Hemisphere Southern Hemisphere Degrees Equidistant Tropics of Cancer Tropics of Capricorn Approximately Northernmost point Southernmost point Noon Solstice</p>	
<p>Enrichment & wider development</p>	<p>Share videos of winter and summer solstice for children to gain further understanding of the Tropics.</p>	

Milestone LO: Children will describe and understand key aspects of the physical geography of South America including volcanoes and earthquakes.

Big Question- What has the most earth-shattering impact?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human processes Physical processes Interdependence Environmental Impact	<ul style="list-style-type: none"> • A volcano is a rupture in the Earth's crust where magma, gas, and ash erupt to the surface. • Some volcanoes are active and others are dormant. • Active volcanoes have a recent history of eruptions; they are likely to erupt again. • Dormant volcanoes have not erupted for a very long time but may erupt at a future time. • Extinct volcanoes are not expected to erupt in the future • Different types of volcanoes include shield volcanoes, stratovolcanoes (composite volcanoes), and cinder cone volcanoes. • Plate tectonics and the movement of magma can be the cause of volcanic eruptions. • The different parts of a volcano include the magma chamber, vent, crater, and cone. • Some volcanic hazards are lava flows, ashfall, pyroclastic flows, and lahars. • Some famous volcanoes around the world include Mount Vesuvius (Italy), Mount St. Helens (USA) or Krakatoa (Indonesia) • South America is home to around 200 volcanoes • Sangay and Volcano Osorno are the two active volcanoes in South America. • Ojos Del Salado is a stratovolcano in the Andes on the Argentina–Chile border and the highest active volcano in the world at 6,893 meters. • An earthquake is caused by the movement of parts of the Earth's crust, its outermost layer. • The structure of the Earth is made up of layers; at the centre is the core, around that is the mantle, and on the outside is the crust. • The Earth's crust is cracked into lots of pieces called tectonic plates. • The plates are very slowly moving and shifting around and where two plates move towards each other, you find the most powerful earthquakes. • Earthquakes are most common along fault lines. • Fault lines are where the Earth's tectonic plates meet at a break in the crust. • An earthquake is when friction causes pressure to build up until it becomes so great that it is suddenly released as a shock wave. • The energy caused by the friction between the two plates eventually becomes so huge that it is released as seismic waves (vibrations), an earthquake, which ripples outwards. • Earthquakes are measured using a seismometer. • A seismometer detects the vibrations caused by the seismic waves from an earthquake and converts these into electrical signals. These can be shown on a computer screen or diagram. 	<ul style="list-style-type: none"> • To describe and understand key aspects of the physical geography of South America including volcanoes and earthquakes. • To understand the impact physical and human processes have on one another and the world. • To use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of South America • To explore, observe and analyse the world around me.

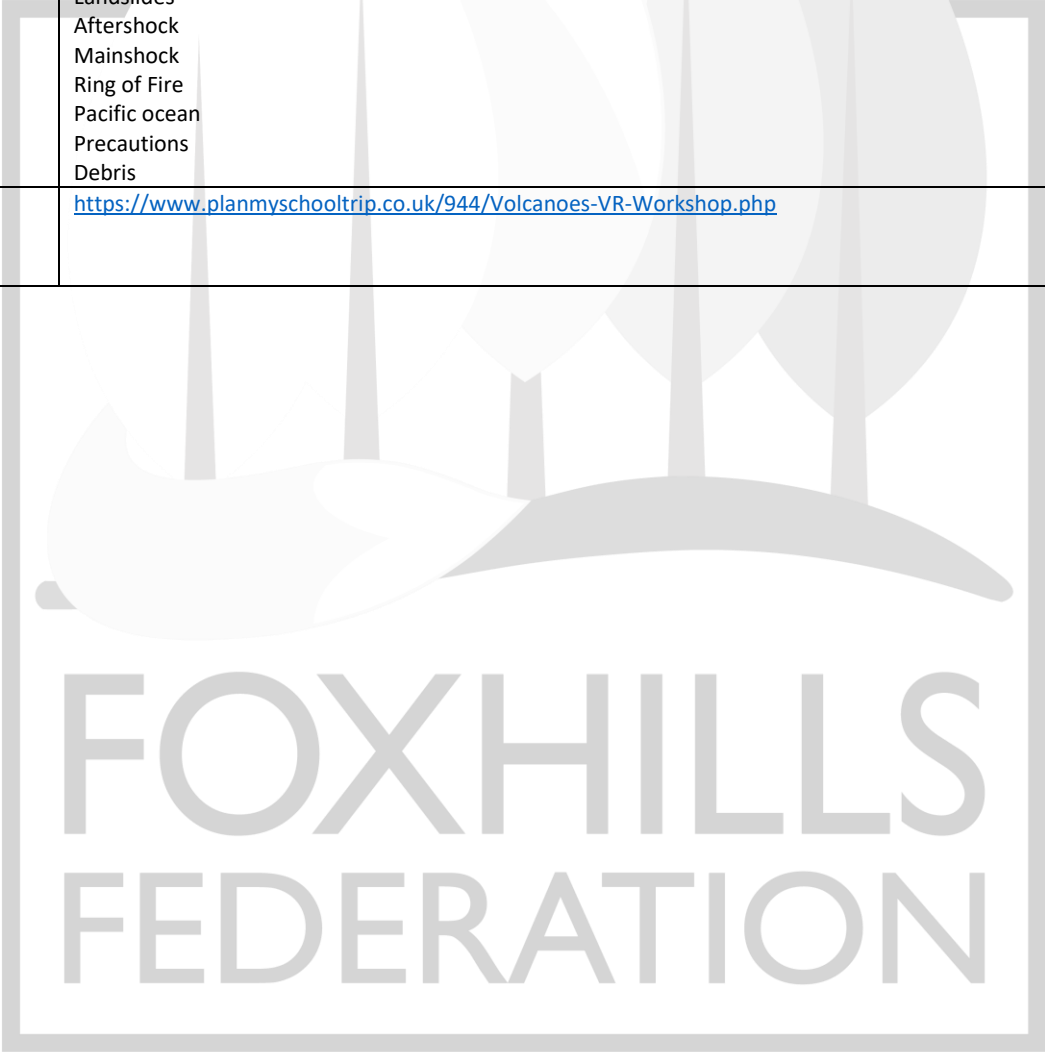
- The strength of an earthquake is shown in a unit called magnitude.
- Earthquakes of below 2.5 are rarely felt, those of magnitude 5 and over begin to cause damage and are felt by everyone near it. Earthquakes over 8 magnitude cause severe damage.
- Some earthquakes are very small and undetectable whereas others are so powerful they can destroy towns, cities and homes.
- The strength and severity of an earthquake can be measured using a Richter Scale or the Mercalli Scale.
- Sometimes, if an earthquake occurs under the ocean, it creates a huge wave called a tsunami.
- Earthquakes can also cause ground tremors, landslides and aftershocks.
- The immediate impact of an earthquake is called the mainshock. This can be followed by aftershocks, which are smaller earthquakes that take place after the mainshock.
- Aftershocks can occur for some time, sometimes even for years after the mainshock.
- The bigger the mainshock, the stronger and more numerous the aftershocks will be.
- Approximately 80% of earthquakes on our planet occur around the Ring of Fire.
- The Ring of Fire is the name for a circular path of volcanoes around the Pacific Ocean. It follows the edges of several tectonic plates. Over 450 volcanoes are part of this ring.
- South America has many earthquakes because it is part of this Ring of Fire.
- Where earthquakes are common, people learn to take precautions by building earthquake-resistant buildings that sway with the shock wave, or by providing earthquake shelters. They also practise what to do if an earthquake strikes, like taking cover under a sturdy piece of furniture to protect themselves from falling debris.

Vocabulary

Rupture
 Magma
 Gas
 Ash
 Erupt
 Active
 Dormant
 Extinct
 Shield volcanoes
 Stratovolcanoes (composite volcanoes)
 cinder cone volcanoes
 Ash cloud
 Main vent
 Crater
 Lava
 Conduit
 Lava flow
 Magma chamber
 Vent
 Crater
 Cone
 Tectonic plates
 Ashfall
 Pyroclastic flows
 Lahars



	<p> Inner crust Outer crust Core Mantle Fault lines Friction Pressure Shockwaves seismic waves seismometer magnitude Richter Scale Mercalli Scale Tsunami Tremors Landslides Aftershock Mainshock Ring of Fire Pacific ocean Precautions Debris </p>
<p>Enrichment & wider development</p>	<p>https://www.planmyschooltrip.co.uk/944/Volcanoes-VR-Workshop.php</p>



Year 5- Spring 2

Milestone LO: Children will describe and understand key aspects of the human geography of South America including trade links and economic activity.

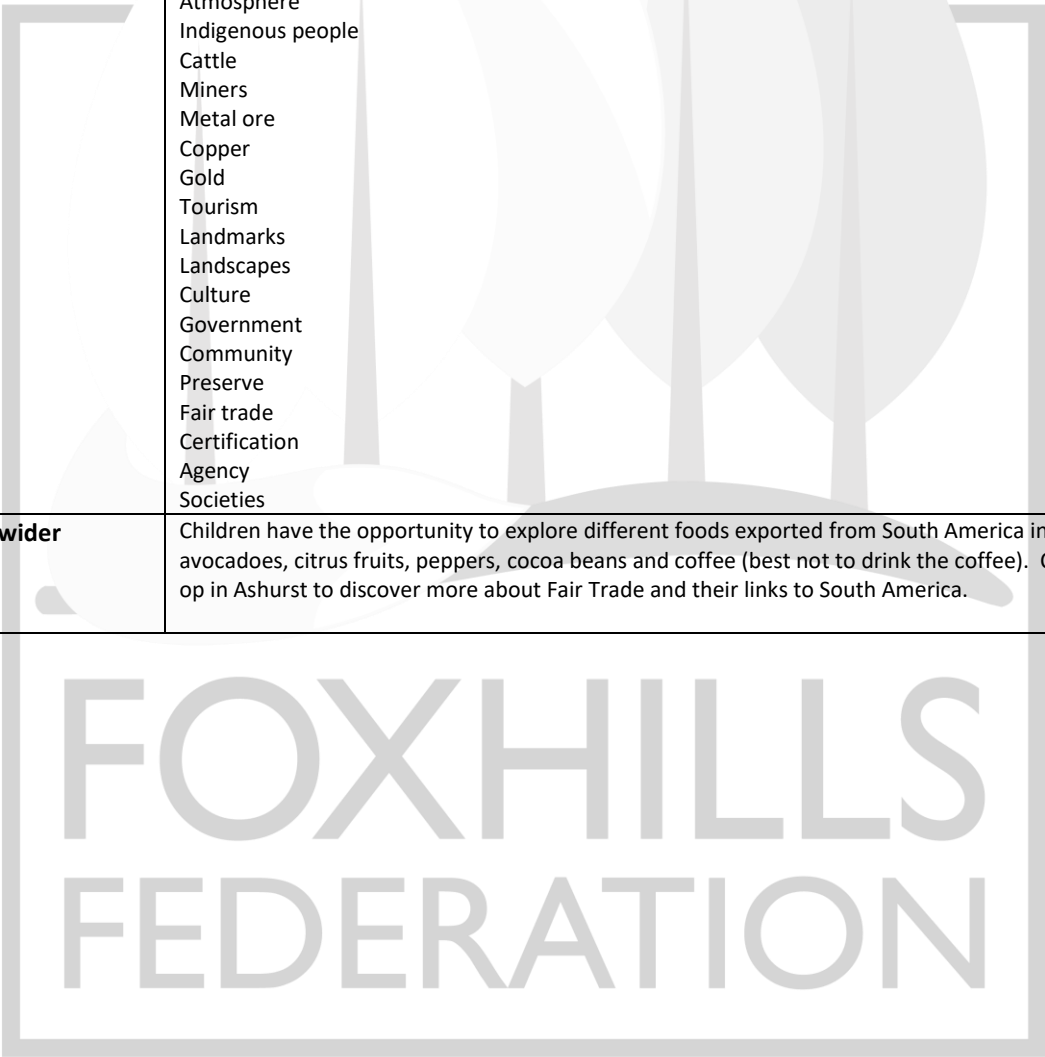
Big Question- What has the most earth-shattering impact?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human processes Physical processes Interdependence Environmental Impact Sustainable development	<ul style="list-style-type: none"> • The main economic activities within South America are agriculture, mining, fishing and tourism. • Trade is when people exchange goods and services with one another. • Import means to bring goods in to a country from abroad to sell. (revisit spring 2, year 4) • Export means to send goods to another country for sale. (revisit spring 2, year 4) • There are countless products that are traded across the world, such as fruits, vegetables, meat, wool, cotton, spices, mechanical and electronic goods, metals, minerals, timber and many other products. • Countries trade products that they have in abundance for products that they are short of. • For example, countries with tropical climates are able to grow a lot of coffee beans whereas colder countries do not have the correct climate for growing coffee beans so the tropical countries export the coffee to the colder countries • South America's biggest industry is agriculture. • Agriculture is the practice of farming and growing crops. (revisit year 3, autumn 2) • A lot of their money comes from things that they grow on their land. These include; bananas, grapes, avocados, citrus fruits, peppers. • Cocoa beans and coffee beans are also harvested and grown in South America and exported to different parts of the world. • Fishing is a good source of income for workers in South America particularly with salmon from Chile and shrimp from Ecuador. • South America exports timber, particularly from Brazil. Trees from the vast areas of forests are cut down to provide plywood, sawn lumber and decking for many other countries. • The ecological impact of this is severe and deforestation is the cause of many environmental issues including climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and a host of problems for Indigenous people. • Another agricultural export from South America is cattle. Countries such as Uruguay produce a lot of dairy products, and Brazil and Argentina export lots of meat. 	<ul style="list-style-type: none"> • To describe and understand key aspects of the human geography of South America including trade links and economic activity. • To understand the impact physical and human processes have on one another and the world. • To use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of South America • To explore, observe and analyse the world around me. • To problem solve and consider different points of view.

	<ul style="list-style-type: none"> • The wine industry in Chile and Argentina thrives because its climate produces grapes that make world-class wine. • Miners dig up lots of materials that can be exported to different parts of the world. • South America also produces lots of metal and metal ore that is exported around the world. • Ecuador and Guyana, extract a lot of gold. • Chile is the world's biggest copper producer and Brazil exports a lot of metal ore. • The tourism industry in South America represents an important source of wealth. • South America is home to some of the world's most famous landmarks, like Machu Picchu in Peru, the Christ the Redeemer statue in Brazil, and the Galapagos Islands in Ecuador. • South America is also known for its natural landscapes including the Amazon Rainforest to the Andes Mountains to the beaches of Brazil. • South America is rich in culture and history. Tourists can learn about ancient civilizations like the Incas and the Mayans, try traditional foods like ceviche in Peru or empanadas in Argentina, and experience vibrant music and dance like salsa in Colombia or tango in Argentina. • Tourism brings in a lot of money to South American countries because when tourists visit, they spend money on things like hotels, restaurants, souvenirs, and tour guides. This money helps local businesses grow and creates jobs for people in the community. It also helps preserve important cultural and natural sites because governments invest in maintaining them to attract more tourists. • Fair trade means fair prices are paid to the producers and better working conditions. • "Fair trade" is a certification term that some food companies seek for their products; the label is granted by an agency tasked with ensuring that farmers and producers, particularly in developing countries, are fairly compensated for their goods when selling to distributors. • Ensuring the economy, societies and environment are sustainable is important to meet the needs of people today and in the future. • Fair trade empowers farmers and workers to tackle a range of environmental, social and economic challenges. • Fair trade also challenges and supports businesses and governments and makes shoppers aware of what they are buying at the supermarkets. 	
Vocabulary	Economic Agriculture Mining Tourism Trade Exchange Import	



	<ul style="list-style-type: none"> Export Products Climate Industry Harvested Income Timber Ecological Deforestation Climate change Desertification Soil erosion, Crops Flooding Greenhouse gases Atmosphere Indigenous people Cattle Miners Metal ore Copper Gold Tourism Landmarks Landscapes Culture Government Community Preserve Fair trade Certification Agency Societies
<p>Enrichment & wider development</p>	<p>Children have the opportunity to explore different foods exported from South America including grapes, avocados, citrus fruits, peppers, cocoa beans and coffee (best not to drink the coffee). Contact local Co-op in Ashurst to discover more about Fair Trade and their links to South America.</p>



FOXHILLS
FEDERATION



Year 5- Summer 1

Milestone LO: Children will understand the human and physical geography of a region of South America.

Big Question- Which forest is the most important?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes Landscapes Environments Similarities Differences Grid References</p>	<ul style="list-style-type: none"> • The Amazon Rainforest is located in South America, mainly in Brazil but also extending into Peru, Colombia and other smaller countries. • The Amazon Rainforest has existed for at least 55 million years. • The Amazon Rainforest is often referred to as “The Lungs of the Planet” because it produces more than 20% of the world’s oxygen. • There are approximately 3000 edible fruits that grown in the rainforest. • It's the largest tropical rainforest in the world, covering an area of about 5.5 million square kilometres (2.1 million square miles). • The Amazon Rainforest is home to an incredible variety of plants and animals including jaguars, orang-utans, sloths, toucans, bamboo, palm, kapok tropical broadleaf evergreen trees. • The climate in the Amazon Rainforest is hot and humid all year round. It's always warm, and there's a lot of rain, which is how it gets its name “rainforest.” • The Amazon River is the main river which flows through the rainforest and is the second largest river in the world. It provides homes for many animals, plants and it’s important for Indigenous people. • The Amazon Rainforest faces deforestation. This means that trees are being cut down and the land is being cleared for things like farming, mining, and building roads. Deforestation is harmful to the environment and threatens the plants and animals that live in the rainforest. • The production of palm oil is one of the biggest causes to deforestation and leads to the loss of habitats for many animals, in particularly orang-utans. • The Amazon Rainforest is also home to many indigenous tribes who have lived there for thousands of years. They have a deep connection to the land and rely on the rainforest for their homes, food, and culture. • There are approximately 170 different languages spoken by the Amazon natives. • It has been estimated that there still may be as many as 50 Amazon native tribes living in the rainforest that have never been in contact with the rest of the world. • Around 2 million tourists visit each year. 	<ul style="list-style-type: none"> • To understand human and physical geography of The Amazon Rainforest. • To appreciate similarities and differences between human and physical processes. • To use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of The Amazon Rainforest.

	<ul style="list-style-type: none"> • The rainforest also plays a critical role in the water cycle, influencing weather patterns not only in South America but also globally. • The forest releases vast amounts of water vapour into the atmosphere through transpiration, which helps to generate rainfall across the region and beyond. • Beyond its ecological importance, the Amazon Rainforest is of global significance for its potential in medicine, providing resources for pharmaceuticals and other industries. • Many plants and organisms in the rainforest have yet to be studied for their potential benefits to humanity. 	
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<p>Vocabulary</p>	<p>Amazon Rainforest South America Brazil Peru Colombia Oxygen Edible Tropical Broadleaf Evergreen Humid Climate Indigenous Deforestation Environment Production Palm oil Habitats Tribes Culture Natives Tourists Water cycle Weather patterns Globally Water vapour Atmosphere Transpiration Generate Rainfall Region Ecological Medicine Resources Pharmaceuticals Industries Organisms Humanity.</p>
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<p>Enrichment & wider development</p>	<p>https://www.planmyschooltrip.co.uk/940/Rainforests-VR-Workshop.php</p>
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Milestone LO: Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.

Big Question- Which forest is the most important?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes Landscapes Environments Similarities Differences Grid References</p>	<ul style="list-style-type: none"> • The New Forest National Park is mostly in South-west Hampshire with a small part in Wiltshire. • It stretches from Southampton Water in the east to the Avon Valley in the west and from the edge of the Wiltshire Downs in the north to the shores of the Solent coast in the south. • The New Forest is one of the largest remaining tracts of unenclosed pasture land, heathland, and forest in Southern England. • It is over 1000 years old. • It is 220 square miles in size. • It has been a protected royal hunting ground since the time of William the Conqueror in the 11th century. • Despite its name, The New Forest is not a traditional "forest" in the modern sense but rather a mosaic of different habitats including ancient woodland, heathland, and grassland. • Over 7,000 animals graze the Open Forest • Less than half the forest is covered by trees with 26 miles of coastline and 235km of public footpaths. • It was designated as a national park in 2005 to ensure its preservation and protection. • The New Forest is famous for its population of semi-wild ponies, donkeys, and cattle that roam freely throughout the area. • These animals are owned by commoners who have ancient rights to graze their livestock on the forest land. • Commoners of the New Forest are those who occupy land or property to which these privileges are attached. This includes the right to graze stock on the Open Forest. Many commoners are descents of families who have been commoning for many generations • The New Forest is home to a diverse range of flora and fauna, including rare species such as the Dartford warbler, smooth snake, and sand lizard. It is also an important habitat for many species of birds, insects, and plants. • The New Forest is dotted with archaeological sites and historical landmarks dating back thousands of years. These include Bronze Age barrows, Iron Age hill forts, and the remains of ancient Roman roads. • The New Forest is a popular destination for outdoor recreation and tourism, offering 	<ul style="list-style-type: none"> • To understand geographical similarities and differences through the study of human and physical geography of The New Forest and The Amazon Rainforest. • To appreciate similarities and differences between human and physical processes. • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • To use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of The New Forest

	<p>opportunities for hiking, cycling, horseback riding, and wildlife watching.</p> <ul style="list-style-type: none"> • There are also numerous campsites, holiday cottages, and bed-and-breakfast accommodations available for visitors. • The management of The New Forest is guided by traditional practices such as commoning, which involves the sustainable use of the land by local commoners. Commoning rights are passed down through generations and are an integral part of the cultural heritage of the area. • The New Forest is home to several picturesque villages and towns, including Lyndhurst, Brockenhurst, and Lymington. • These communities have a rich history and offer amenities such as shops, pubs, and restaurants for visitors to enjoy. • Conservation organisations and government agencies work together to protect and preserve the natural and cultural heritage of The New Forest; efforts include habitat restoration, species monitoring, and education programs aimed at raising awareness about the importance of conservation. • There is a strong emphasis on sustainable tourism in The New Forest, with initiatives in place to minimise the environmental impact of visitors while promoting responsible travel practices. This includes encouraging visitors to stay on designated paths, respect wildlife, and support local businesses. • The main rivers include the River Lymington and the Beaulieu River. These support a variety of wildlife including freshwater invertebrates such as stoneflies and mayflies. It is also home to a variety of fish such as the Brown Trout and the Bullhead. • Over 34,000 people live within the New Forest Park boundaries. • The National Park receives an estimated 13.5 million day-visits a year. It is thought that these visits generate over £120 million spending a year and support more than 2,500 jobs in the New Forest National Park • There are 4 railway stations within the National Park: Ashurst, Brockenhurst, Beaulieu Road and Sway. 	
<p>Vocabulary</p>		
<p>Enrichment & wider development</p>	<p>Trip to Deerleap- New Forest. Children have the opportunity to gather data to contrast and compare The New Forest to the Amazon Rainforest.</p>	



Year 6- Autumn 1

Milestone LO: Children will locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Big Question- What’s the time, Mr Wolf?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Space Scale Global Position Distances Compass Directions	<ul style="list-style-type: none"> • North America is the third-largest continent in the world. • It covers an area of 24.71 million km² • North America is the third largest continent in the world. It is located in the Northern Hemisphere. • The north of the continent is within the Arctic Circle and the Tropic of Cancer passes through the south of North America. • The largest country in North America by land area is Canada, although the United States of America (USA) has the largest population • It is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the east, the Pacific Ocean to the west, and South America to the southeast. • There are 23 countries in North America, including the United States, Canada, Mexico, and various smaller countries in Central America and the Caribbean. • The capital of Mexico is Mexico City • The capital of Canada is Ottawa • The capital of the USA is Washington, D.C. • There are 50 states in the United States of America • These are: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. • It is home to famous landmarks such as the Grand Canyon, Yellowstone National Park, Niagara Falls, and the Statue of Liberty. • These showcase the natural beauty and cultural significance of the continent. • There are Indigenous peoples of North America, including Native American tribes such as the Navajo, Cherokee, and Sioux, all with their cultures, traditions, and contributions to society. • There is diverse wildlife found in North America, including iconic species such as the bald eagle, grizzly bear, wolf, bison, and elk. 	<ul style="list-style-type: none"> • To locate the world’s countries, using maps to focus North America • To use maps, atlases, globes and digital/computer mapping to locate countries in North America • To observe and explore the world around me • To show a curiosity about the world and its people. • To read and explore maps, atlases and digital platforms.



	<ul style="list-style-type: none"> • There are varied climate zones across North America, from the frozen tundra of the Arctic to the tropical rainforests of Central America. • North America has made many cultural contributions to the world, including literature, music, art, and cuisine. North American figures include Martin Luther King Jr., Maya Angelou, and Frida Kahlo. • The Panama Canal is a human-made waterway in the country of Panama. It is in Central America, a strip of land that connects North and South America. • The canal allow ships to travel between the Pacific Ocean and the Atlantic Ocean. • The Panama Canal was officially opened in 1914 and it is 82km long. Before the canal's construction, ships would have had to travel all the way around the tip of South America. 	
Vocabulary	Continent Northern Hemisphere Population Arctic Circle Tropic of Cancer Population Bordered Country Capital city State Landmark Indigenous Cultures Traditions Diverse Iconic Climate zones Tundra Tropical Rainforests Cultural Contributions Panama Canal Waterway Construction	
Enrichment & wider development	Invite staff or children to share photos or memories of holidays to a country within North America. Family who live in North America (E.G. Auntie in Canada).	

Year 6- Autumn 2

Milestone LO: Children will identify the position and significance of the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in relation to North America.

Big Question- What's the time, Mr Wolf?

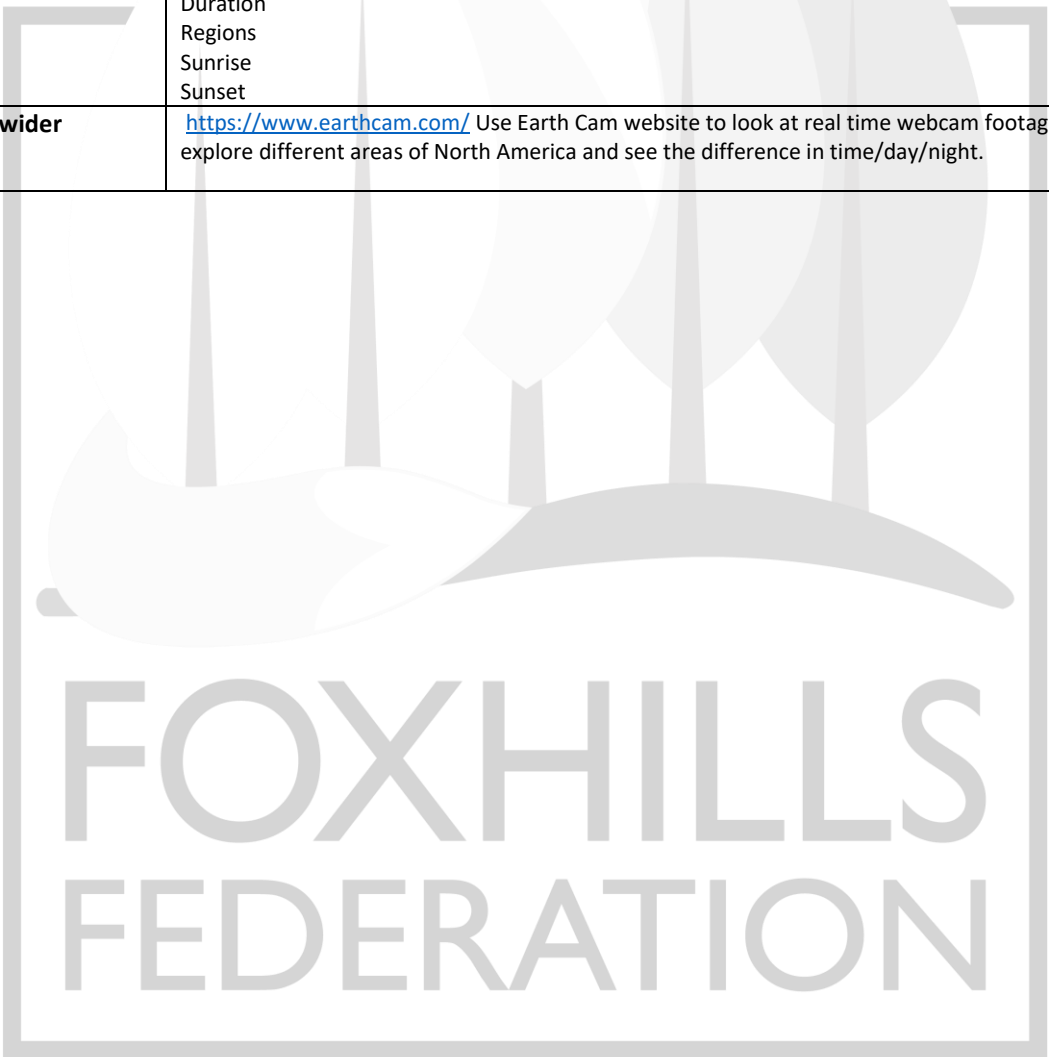
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Space Scale Global Position Distances Compass Directions	<ul style="list-style-type: none"> • The Arctic Circle is an imaginary geographic line that circles the top part of Canada, Russia, Greenland, Norway, Sweden, Alaska and Iceland. • Most of the Arctic is actually frozen ocean. • In North America, the Arctic Circle crosses northern parts of Alaska, but it doesn't directly affect most of the continental United States or Canada. • The Antarctic Circle is a special line of latitude that circles the Earth near the South Pole. • The Antarctic Circle doesn't directly affect North America, as it's situated far south of the continent. • The Arctic Circle is located at 66.5°N latitude. • The Antarctic Circle is located at 66.5 °S latitude. • The region between the Arctic Circle and the North Pole in the Northern Hemisphere and the Antarctic Circle and the South Pole in the Southern Hemisphere is known as the Frigid Zone • These circles denote the most northern and southern locations where, at least once a year, the sun remains continuously above the horizon for 24 hours. • In the winter, the areas above the Arctic Polar Circle and the areas below the Antarctic Polar Circle, experience days when the sun doesn't rise. • The Prime Meridian is the line of 0 degrees longitude, from which all other lines of longitude are measured. • The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere. • The prime meridian is also used as the basis for the world's time zones. • The prime meridian appears on maps and globes. It is the starting point for the measuring system called longitude • It passes through Greenwich, England, hence it's also called the Greenwich Meridian. • In terms of significance, it serves as the starting point for the measurement of time zones around the world. • For North America, the Prime Meridian is important as it's the reference point for determining the time differences across the continent. • Greenwich Mean Time is calculated by using the sun. When the sun is at its highest point, exactly above the Prime Meridian, this means that it is 12:00 noon at Greenwich. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to develop a better understanding of North America and its time zones. • To observe and explore the world around me • To show a curiosity about the world and its people. • To read and explore maps, atlases and digital platforms.

	<ul style="list-style-type: none"> • The USA had already chosen Greenwich as the basis for its own national time zone system. • In the late 19th century, 72% of the world's trade depended on sea-charts which used Greenwich as the Prime Meridian. • The decision was based on the argument that by naming Greenwich as Longitude 0°, it would be advantageous to the largest number of people so the Prime Meridian at Greenwich became the centre of world time. • Time zones are divisions of the Earth's surface, each encompassing a range of longitudes, where the same standard time is kept. • Time zones are primarily based on lines of longitude, with each zone generally representing a 15-degree slice of the Earth's 360-degree circumference. • In North America, there are several time zones: Eastern Time Zone: This includes areas like New York, Washington D.C., and Toronto. Central Time Zone: It covers cities like Chicago, Dallas, and Mexico City. Mountain Time Zone: Encompasses cities such as Denver, Phoenix, and Calgary. Pacific Time Zone: Includes cities like Los Angeles, San Francisco, and Vancouver. • There are also other time zones in North America, such as Alaska Time Zone and Hawaii-Aleutian Time Zone. • These time zones are significant for coordinating activities, travel, and communication across the continent. • The rotation of the Earth on its axis causes the alternation between day and night. • As the Earth rotates, different parts of it are exposed to sunlight while others are in darkness. • The position of the Arctic and Antarctic Circles, as well as the tilt of the Earth's axis, influence the duration of daylight and darkness experienced in different regions during different times of the year. • In North America, this affects factors such as seasonal changes in daylight hours and the timing of sunrise and sunset. 	
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<p>Vocabulary</p>	<p>Arctic Circle Geographic line Continental Antarctic Circle Latitude South Pole. Region North Pole Northern Hemisphere South Pole Southern Hemisphere Frigid Zone Horizon Polar The Prime Meridian 0 degrees Longitude Earth</p>	
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	<p>Eastern Hemisphere Western Hemisphere. Time zones. Greenwich Mean Time Noon Encompassing Degree Circumference Coordinating Rotation Day Night Position Tilt Axis Duration Regions Sunrise Sunset</p>
<p>Enrichment & wider development</p>	<p>https://www.earthcam.com/ Use Earth Cam website to look at real time webcam footage to further explore different areas of North America and see the difference in time/day/night.</p>



Year 6- Spring 1

Milestone LO: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

Big Question- Which biome would you settle in?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Human Processes Physical Processes Interdependence Environmental Impact Sustainable Development Cultural Awareness Cultural Diversity</p>	<ul style="list-style-type: none"> • Biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live. • Each biome has characteristics that make it unique. • The life that inhabits each biome depends on how warm or cold it is, how dry or wet it is and how fertile the soil is. • The animals in a biome depend on plants for food. • The plants in a biome can also depend on the animals to spread pollen and seeds so new plants can grow. • So both plants and animals rely on each other to stay alive. • Some of the world’s main biomes include rainforest, desert, savannah, grassland, woodland and tundra. • Key biomes of North America include: • Tundra: This is a cold and icy biome found in the far north. It's like a frozen desert with very little vegetation, mostly mosses, lichens, and small shrubs. Animals like polar bears, caribou, and Arctic foxes live here. • Taiga (Boreal Forest): Just below the tundra is the taiga, which is a cold forest biome with lots of coniferous trees like spruce, pine, and fir. It is home to animals like moose, wolves, and bears. • Deciduous Forest: Further south, there's the deciduous forest biome. This area has trees that lose their leaves in the winter, like oak, maple, and birch. You'll find animals like deer, squirrels, and raccoons here. • Grasslands: Grasslands are found in the middle of the continent. They have lots of grasses and few trees. Animals like bison, prairie dogs, and coyotes live here. • Desert: In the southwest, there are deserts like the Sonoran and Mojave. These places are hot and dry with very little rainfall. Cacti, sagebrush, and tumbleweeds are common plants here, and animals like rattlesnakes, roadrunners, and desert tortoises live here. • Rainforest: Along the northwest coast, there are rainforests with lots of rain and tall trees. These forests are home to animals like black bears, bald eagles, and salmon. • Vegetation belts are like layers of different types of plants that can be found at different elevations on mountains or in different regions. • Vegetation belts include: • Alpine Zone: This is the area of a mountain where it's too cold for trees to grow. You might find small shrubs, grasses, and flowers here. • Montane Zone: Below the alpine zone is the montane zone, where you can find forests of evergreen trees like pine and fir. • Mountain ranges in North America include: Rocky Mountains: Stretching from northern Canada to 	<ul style="list-style-type: none"> • To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the physical geography of North America. • To describe and understand key aspects of the physical geography of North America including climate zones, biomes and vegetation belts. • To understand the impact physical and human processes have on one another and the world. • To explore, observe and analyse the world around me. • To problem solve and consider different points of view.



New Mexico in the United States, the Rockies are a major mountain range in North America. Appalachian Mountains: Located in the eastern United States, the Appalachians are older and lower in elevation compared to the Rockies. Sierra Nevada: Located in California, the Sierra Nevada is a significant mountain range known for its stunning scenery, including Yosemite National Park.

- Foothills: As you come down the mountain, you'll reach the foothills, which have a mix of trees and grasses.
- Valley: Finally, in the valleys between mountains, you might find lush forests with lots of different types of trees and plants
- One of the longest rivers in North America is the Mississippi, which flows from Minnesota to the Gulf of Mexico, playing a vital role in transportation and agriculture. Colorado River: Originating in the Rocky Mountains, the Colorado River flows through the south-western United States, carving out the Grand Canyon along its path.
- The Great Lakes are a group of five large freshwater lakes located in the north-eastern United States and south-eastern Canada. They include Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.
- A climate zone is an area that has its own distinct climate.
- They also have their own type of vegetation and wildlife.
- Some of these zones found around the world include: Temperate - Mild temperatures and moderate rainfall. Tropical - Warm temperatures and lots of rain.
- Climate zones in North America include:
- Tropical Zone: This is the warmest climate zone and is found near the equator. Places in this zone are hot and humid with lush rainforests and colourful wildlife. Examples include southern Florida and parts of Mexico.
- Temperate Zone: The temperate zone has mild seasons with warm summers and cool winters. It's found in the middle latitudes, between the tropics and the Polar Regions. This zone includes areas with deciduous forests, grasslands, and diverse wildlife. Examples include much of the United States and southern Canada.
- Desert Zone: Deserts are characterised by hot days, cool nights, and very little rainfall. Plants and animals in deserts are adapted to survive in arid conditions. Examples include the Mojave Desert in California and the Sonoran Desert in Arizona.
- Polar Zone: The polar zone is the coldest climate zone and is found near the North and South Poles. It has long, cold winters and short, cool summers. This zone includes icy landscapes like tundra and polar ice caps. Examples include northern Canada, Alaska, and Greenland.
- Mountain Zone: Mountain climates vary depending on elevation, but they generally get colder as you go higher. Mountains can have their own unique climate patterns, including more precipitation and cooler temperatures. Examples include the Rocky Mountains and the Sierra Nevada.

<p>Vocabulary</p>	<p>Biomes Climate Landscape Characteristics Inhabits Fertile Rainforest Desert Savannah Grassland Woodland Tundra Vegetation Taiga Coniferous Deciduous Vegetation belt Plants Elevations Mountains Regions Alpine Zone Montane Zone Evergreen Mountain range Foothills Valley River Lake Climate zone Distinct Wildlife Temperate Tropical Zone Equator Humid Lush Temperate Zone Mild Latitude Tropics Polar Regions Diverse Desert Zone Polar Zone: Landscapes Mountain Zone Elevation Precipitation Climate patterns Unique</p>
<p>Enrichment & wider development</p>	<p>https://www.marwell.org.uk/education/what-we-offer/session-prices/ Trip to Marwell Zoo so children have the opportunity to investigate the wildlife in North America and revisit knowledge of South America. Developing understanding of different biomes, vegetation belts and climate zones relating to the wild life inhabiting there.</p>



Milestone LO: Children will describe and understand key aspects of human geography including types of settlement and land use.

Big Question- Which biome would you settle in?

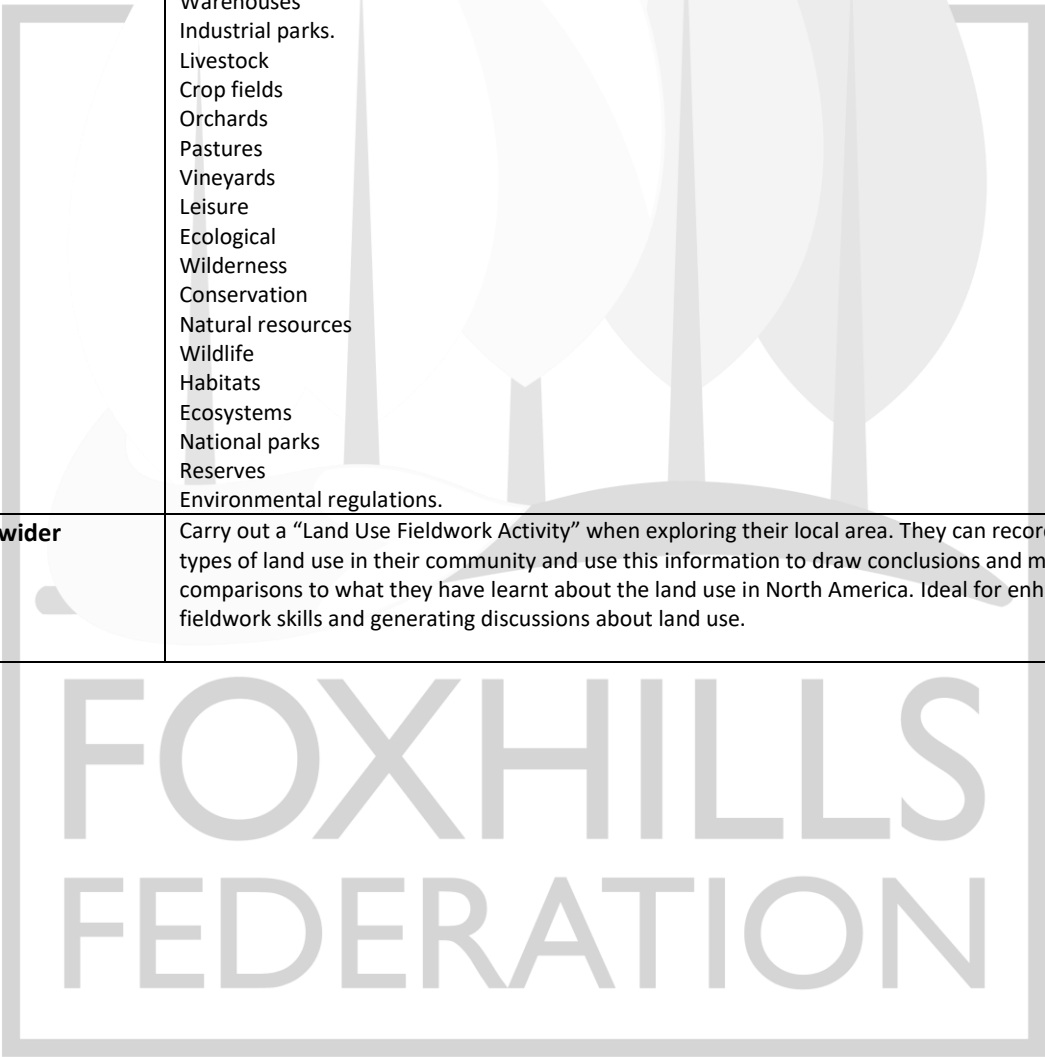
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human Processes Physical Processes Interdependence Environmental Impact Sustainable Development Cultural Awareness Cultural Diversity	<ul style="list-style-type: none"> • A settlement is a place, typically one which has previously been uninhabited, where people establish a community. • Different types of settlement include urban, suburban and rural. • Urban: These are cities and towns with dense populations and extensive infrastructure. Examples include New York City, Los Angeles, Mexico City, Toronto and Chicago. • North America is one of the most urbanised continents, with a majority of its population living in cities and metropolitan areas. • Suburban: These are residential areas surrounding urban centres. Suburbs typically have lower population densities and more open space than cities. Examples include New Jersey suburbs of New York City, Orange County near Los Angeles • Rural: Rural areas are characterised by low population density and vast expanses of countryside. They include farms, villages, and small towns. • Although Urbanisation has led to the expansion of infrastructure, transportation networks, and urban expansion, it also has challenges relating to housing, inequality, and environmental sustainability • Land use is the function of land – what it is used for. • Land use varies from area to area. • In rural areas (countryside) land use can include forestry and farming. • In urban areas (towns and cities) land use could be housing or industry. • Sometimes, land is used in its natural state, such as a lake being used for fishing and swimming. • It can also be changed to meet particular needs, such as a new housing estate being built on a field. • An area’s land use can change over time depending on the needs of the population • Types of land use include residential, commercial, industrial, agricultural, recreational and natural. • Residential: Areas where people live, including single-family homes and apartment buildings. • Commercial: Places where goods and services are bought and sold, such as shopping malls, restaurants, and office buildings. Examples in South America 	<ul style="list-style-type: none"> • To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the human geography of North America. • To describe and understand key aspects of the human geography of North America including types of settlement and landuse. • To understand the impact physical and human processes have on one another and the world. • To explore, observe and analyse the world around me. • To problem solve and consider different points of view.

	<p>include Downtown areas of the busiest parts of the city.</p> <ul style="list-style-type: none"> • Industrial: Zones dedicated to manufacturing and production activities, like factories, warehouses, and industrial parks. • Agricultural: Land used for farming and raising livestock, including crop fields, orchards, and pastures. Examples in North America include: Farmlands in the Midwest of the United States, vineyards in California and agricultural regions in Canada like the Prairie Province. • Recreational: Spaces designated for leisure and enjoyment, such as parks, playgrounds, and sports fields. Examples in North America include National parks like Yellowstone and Banff, local parks and playgrounds in cities and suburbs. • Natural: Areas preserved for their natural beauty and ecological importance, like forests, wetlands, and nature reserves. Examples in North America include Wilderness areas like the Rocky Mountains, forests in the Pacific Northwest, and the Everglades in Florida. • The most densely populated areas are found in urban centres, particularly in the north-eastern United States, southern Ontario in Canada, and central Mexico. • Rural areas are more sparsely populated, especially in northern Canada and the western United States. • Conservation efforts aim to protect natural resources, wildlife habitats, and ecosystems, including national parks, wildlife reserves, and environmental regulations. 	
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<p>Vocabulary</p>	<p>Settlement Community Urban Suburban Rural Dense Extensive Infrastructure Urbanised Population Metropolitan Suburban Rural: Vast Expanses Countryside Transportation Networks Urban expansion Housing Inequality Environmental sustainability Land use Function Forestry Farming. Housing</p>
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	<p>Industry. Natural state Housing estate Residential Commercial Industrial Agricultural Recreational Natural Apartments Downtown Zones Manufacturing Production Factories Warehouses Industrial parks. Livestock Crop fields Orchards Pastures Vineyards Leisure Ecological Wilderness Conservation Natural resources Wildlife Habitats Ecosystems National parks Reserves Environmental regulations.</p>
<p>Enrichment & wider development</p>	<p>Carry out a “Land Use Fieldwork Activity” when exploring their local area. They can record the different types of land use in their community and use this information to draw conclusions and make comparisons to what they have learnt about the land use in North America. Ideal for enhancing children's fieldwork skills and generating discussions about land use.</p>



Year 6- Summer 1 & 2

Milestone LO: Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Isle of Wight- South of UK, Everglades- Florida, South of North America & Gavdos- Greece, Southernmost region of Europe).

Big Question- What's a day in the life of someone living in...?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Environments Cultural diversity Cultural awareness Scale Physical processes Human Processes Landscapes Environments Similarities Differences Grid References	<ul style="list-style-type: none"> • The Isle of Wight is located off the south coast of England. • It is situated in the English Channel • The island is separated from the mainland by a deep strait known as The Solent. • The Isle of Wight is diamond-shaped and extends 22.5 miles (36 km) from east to west and 13.5 miles (22 km) from north to south • The Isle of Wight is the largest island in England • It covers an area of 146.8 sq miles • The island features a varied topography, with high chalk downland in the west and low-lying sandy terrain in the east. • Its coastline is known for its chalk cliffs, such as those found at Freshwater Bay and the Needles. • The Isle of Wight experiences a maritime climate, with mild temperatures and relatively high rainfall throughout the year. • The island is home to diverse flora, including rare orchids and wildflowers. • It has well-conserved wildlife and some of the richest cliffs and quarries for dinosaur fossils in Europe. • The Isle of Wight has a population of around 140,000 people, making it one of the most densely populated areas in the UK. • The main towns on the island include Newport (the county town), Ryde, Cowes, and Sandown, each with its own unique character and history. • Historically, the Isle of Wight's economy relied heavily on agriculture and maritime industries. • Today, tourism plays a significant role, with visitors drawn to its natural beauty, coastal attractions, and annual events like the Isle of Wight Festival. • The island is accessible by ferry from the mainland ports of Portsmouth, Southampton, and Lymington. It also has a railway line connecting the towns and a network of roads. • The Isle of Wight has a rich cultural heritage, with numerous historic sites including Osborne House, the former summer residence of Queen Victoria, and Carisbrooke Castle. • It hosts various festivals and events celebrating music, literature, and maritime history. • The island is a centre for tourism and attracts over two million visitors every year. 	<ul style="list-style-type: none"> • To understand geographical similarities and differences through the study of human and physical geography of the Isle of Wight, The Everglades and the island of Gavdos. • To appreciate similarities and differences between human and physical processes. • To use fieldwork to observe, measure, record and present the human and physical features in different regions using a range of methods, including sketch maps, plans and graphs, and digital technologies. • To use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build on their knowledge of the United Kingdom, Europe and North America.

- Gavdos is a small Greek island located in the southern part of the Aegean Sea
- Gavdos is situated about 22 kilometres (14 miles) south of Crete's southern coast.
- It is the southernmost point of Europe
- It is one of the smallest inhabited islands of Greece, covering an area of approximately 32 square kilometres (12 square miles).
- The island is characterised by rugged terrain, with a rocky coastline and some sandy beaches
- It has a hilly landscape, with the highest point being Mount Vardia at 345 meters (1,132 feet)
- The south-eastern corner is a rocky peninsula with a natural arch carved by the elements, called Trypiti.
- A concrete sculpture of an oversized chair, built by a group of Russians who came to the island in the 1990s, sits on top of Trypiti.[5]
- Gavdos experiences a Mediterranean climate, with hot, dry summers and mild, wet winters.
- The island is exposed to strong winds, especially during the summer months
- It is one of the sunniest places in Europe, with the highest amounts of radiation
- Gavdos is covered in low-lying shrubs which are an important stops for migrating birds.
- Local birds include the Eurasian scops owl and the European shag.
- Gavdos has been designated by BirdLife International as an Important Bird Area
- Gavdos also has a variety of other vegetation, such as marquis as well as forests of pines and junipers
- Gavdos has a small, permanent population that fluctuates throughout the year due to tourism.
- The population mainly resides in the island's main settlement, also named Gavdos or Kastri, located on the northern coast.
- As of 2021, the resident population of Gavdos was 142.
- In the summer the total people on the island can reach over 3,500, most of whom are campers and tourists although there are few facilities for tourists.
- Historically, Gavdos relied on agriculture and fishing for its economy.
- Today, tourism plays a significant role, especially during the summer months when visitors come to enjoy the island's natural beauty and tranquillity.
- The island has a rich history and is believed to have been inhabited since ancient times.
- It has been influenced by various civilizations, including the Minoans, Greeks, Romans, Byzantines, Venetians, and Ottomans.
- Gavdos has its own unique cultural identity, with traditional music, dance, and cuisine.
- Despite its small size, Gavdos has basic infrastructure to support its population and visitors, including accommodations, restaurants, and shops.

- Facilities may be limited compared to larger tourist destinations.
- The Everglades is located in southern Florida, USA.
- It borders the Gulf of Mexico on the west and the Florida Bay on the south.
- The Everglades is the United States' largest wilderness with a subtropical climate.
- Glade has been used to refer to an open, grassy area in the forest or a moist, swampy area
- Ever may have referred to the marsh's seemingly endless expanse.
- It is a subtropical marsh region up to 50 miles (80 km) wide but less than 1 foot (0.3 meter) deep.
- The Everglades occupies a shallow limestone-floored basin and much of it is covered with saw grass, which grows to a height of 4 to 10 feet (1.2 to 3 meters).
- It is a unique ecosystem known for its vast wetlands, diverse wildlife, and intricate water flow system
- The Everglades is primarily a wetland ecosystem dominated by sawgrass marshes, mangrove forests, cypress swamps, and shallow estuarine waters.
- It is often referred to as a "river of grass" due to its slow-moving water flow through the sawgrass marshes.
- The Everglades receives water from Lake Okeechobee to the north, as well as from rainfall.
- The flow of water is regulated by a complex system of natural channels, including rivers, streams, and shallow sheet flow across the landscape.
- Islands called hammocks sit in between stretches of open water
- The Everglades is home to a diverse range of plant and animal species.
- These include alligators, American crocodiles, manatees, Florida panthers, wading birds, and numerous species of fish and reptiles.
- It is recognized as a UNESCO World Heritage Site and a Wetland of International Importance.
- Historically, the Everglades was inhabited by indigenous tribes like the Miccosukee and Seminole.
- Over time, people settled around the Everglades, establishing towns like Miami and Fort Lauderdale.
- The region around Lake Okeechobee is used for agriculture, including sugarcane and citrus farming.
- The Everglades is a popular tourist destination, attracting visitors for activities like airboat tours, wildlife watching, and hiking.
- Due to threats like urbanisation and pollution, there are ongoing efforts to conserve and restore the Everglades ecosystem.

	<ul style="list-style-type: none"> • Everglades National Park, is a large natural area encompassing the south-western portion of the more extensive Everglades region • The park is popular for fishers, boaters and tourists. • An average of one million people visit the park each year. • Everglades is the third-largest national park in the contiguous United States after Death Valley and Yellowstone. • In the past, people drained parts of the Everglades to create farmland. • They also built levees (ridges) to prevent flooding in the region. • These human activities destroyed much of the Everglades. • Today laws protect the marsh from further damage. 	
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<p>Vocabulary</p>	<p>English Channel Mainland Strait The Solent. Island Topography High chalk Dowland Low-lying Sandy terrain Coastline Maritime Climate, Mild Temperatures Rainfall Diverse Flora Rare Orchids Conserved Wildlife Quarries Fossils Population Unique Economy Agriculture Industries. Attractions Ports Cultural Heritage, Historic Tourism Aegean Sea Southernmost Inhabited Characterised Rugged Terrain Rocky Peninsula Radiation Low-lying shrubs</p>
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	<p>Migrating Vegetation Marquis Pines Junipers Fluctuates Settlement, Agriculture Economy Civilizations Accommodations Facilities Destinations Borders Wilderness Subtropical Marsh Swamp Shallow Limestone Sawgrass Wetlands Water flow Ecosystem Mangroves Estuarine Channels Hammocks UNESCO World Heritage Site Indigenous Tribes Miccosukee Seminole. Sugar cane Citrus Urbanisation Pollution Conserve Restore National Park. Contiguous Levees Flooding</p>
<p>Enrichment & wider development</p>	<p>Possible trip to Isle of Wight? Could incorporate with residential? Give children the opportunity to partake in field work studies relating to the human and physical geography of the Isle of Wight and compare and contrast this to the different regions studied across the unit.</p>

*As children are studying the geographical similarities and differences of three regions during the summer term, I have structured the substantive and disciplinary knowledge across both terms 1 & 2. Teachers can use their discretion as to when they study each region as I am aware that this time of year is the busiest with SATS, productions, trips and end of year commitments. This give a longer stretch of time and hopefully enables teachers to go into further depth on the human and physical geography of all three regions.