



Whale Hill Primary School 2023-2024 Subject Overview



Geography

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<u>Cycle A:</u> <u>Where is Whale Hill? Where do I live?</u>	<u>Cycle A:</u> <u>Where are the cold places in the world?</u> <u>Where do animals live?</u>	<u>Cycle A:</u> <u>Positional vocabulary /using maps/ Beebots</u>
			<u>Cycle B:</u> <u>What is it like at the seaside?</u>
	<u>Cycle B:</u> <u>Positional vocabulary/using maps/Beebots</u> <u>Jobs people do and how they help us</u>	<u>Cycle B:</u> <u>Our local area and its features</u> <u>What is life like in Australia?</u> (to be taught from Spring Term 2022)	<u>Cycles A and B:</u> <u>Making maps</u>
	<u>Cycles A and B:</u> <u>Autumn and Harvest</u>	<u>Cycles A and B:</u> <u>Winter and Spring</u>	<u>Cycles A and B:</u> <u>Summer</u>
YEAR 1	<u>Unit 1:</u> <u>What can we see around our school?</u> 1. Where is our school? ('Zooming in' - Map of the UK then maps of the local area - Digimaps) 2. How can we find our way around our school? (Map/plan of school, features of map, drawing own maps. Describe locations using locational/directional language and four compass points.)	<u>Unit 2:</u> <u>What do we know about our island home?</u> 1. Where in the world is the UK? (Introduce the world map and a globe to the children and identify and locate the UK. Continue to develop locational vocabulary from progression grid.) 2. What does 'UK' mean and which countries are part of the UK?	<u>Unit 3:</u> <u>How can we use maps to find out about our world?</u> (Follow Oddizzi scheme for this unit - Continents and Oceans, saved in Geography Resources folder. Login to Oddizzi and click on https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/ for all online resources) 1. Where in the world am I? (Establish prior knowledge of children about where they live. Discuss which town,

	<p>3. What can we see inside our school? (Location of classrooms, halls, entrances, ICT suite - map and describe school landmarks)</p> <p>4. What can we see outside of our school? (Location of playgrounds, field, car park, boundaries)</p> <p>5. What can we see beyond our school gates? (Local houses, shops, landmarks, views beyond Whale Hill) (8 hours)</p>	<p>(Introduce the term 'United Kingdom and discuss meaning, including studying the Union Flag. Locate the four countries of the UK on maps. Discuss Republic of Ireland as part of the British Isles. Also introduce 'Great Britain' as the largest landmass in the British Isles.)</p> <p>3. What is a capital city and what are the capital cities of the UK? (Discuss meanings of 'city', 'town' and 'village'. Establish that a capital city is usually where the government of a country works from and that capital cities are often, but not always, the largest city in a country. Locate the four UK capital cities on maps and identify key landmarks.)</p> <p>4. Why is the UK an island? (Discuss the meaning of the word 'island' and locate the seas surrounding the UK on maps.)</p> <p>5. What features of our island home can we locate on a map? (Introduce the terms 'human' and 'physical' linked to geographical features and identify, discuss and locate a range of human and physical features - rivers, mountains, landmarks - from each country of the UK. Refer to human and physical vocabulary from NC and progression grid.) (6 hours)</p>	<p>country, and continent we live in and show these using the map on Oddizzi. Introduce the term 'hemisphere' and show this on a globe. Discuss the hemisphere that we live in. Order the vocabulary in order of size and complete 'me in the world' activity to begin to think about places in terms of scale.</p> <p>2. Where are the world's continents? (Show children the world map and the globe and establish prior knowledge. Allow chn time to investigate the globe in small groups and ask questions. Locate the world's continents on world map and globe and review knowledge about the continent where we live. Discuss and compare and order continents by size/location (hemisphere). Use directional language and introduce and use compass points.)</p> <p>3. Where are the world's oceans? (Locate the world's oceans on the world map and globe and discuss the differences between seas and oceans. Match oceans to images/descriptions. Discuss why some oceans might be warmer than others - link to their location on globe/world map.)</p> <p>4. How can I use maps to show the location of the world's continents? (Building on question 2, use a range of activities to apply knowledge of the location of continents. Chn could complete jigsaws of world map and label independently. Develop chn's vocabulary and write/complete sentences about each</p>
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			<p>continent. Investigate journeys and use the world map to plan a journey around the world.</p> <p>5. What are the main features of each continent?</p> <p>(Review the terms 'human' and 'physical' linked to geographical features and use images and aerial photographs to investigate the features (e.g. mountains and rivers) of each continent. Chn could complete a mini-book about each continent, sort images, begin to compare similarities and differences and give opinions on which continent they would like to visit and explain reasons.</p> <p>(8 hours)</p>
	<p><u>Unit 4:</u></p> <p><u>What is the weather like where we live?</u></p> <ol style="list-style-type: none"> 1. What are seasons? (Revisit learning from EYFS and establish that our weather changes depending on the season.) 2. What is the weather like in Autumn? (Observe, measure and record daily weather - temperature and rainfall. Focus on seasonal and weather <u>patterns</u> observed over time.) <p>(Autumn A - 2 hours)</p>	<p><u>Unit 4:</u></p> <p><u>What is the weather like where we live?</u></p> <ol style="list-style-type: none"> 1. How do we know that it is Winter/ Spring? (Discuss changes that could be observed and differences in weather from Autumn to Winter to Spring.) 2. What is the weather like in Winter/Spring? (Observe, measure and record daily weather - temperature, rainfall + introduce wind speed and wind direction. Focus on seasonal and weather <u>patterns</u> observed over time. Compare observations to those made in Autumn.) <p>(Spring A - 2 hours and Spring B - 2 hours)</p>	<p><u>Unit 4:</u></p> <p><u>What is the weather like where we live?</u></p> <ol style="list-style-type: none"> 1. How do we know that it is Summer? (Discuss changes that could be observed and differences in weather compared with the previous seasons.) 2. What is the weather like in Summer? (Observe, measure and record daily weather - temperature, wind direction, wind speed, rainfall. Focus on seasonal and weather <u>patterns</u> observed over time. Compare observations to those made earlier in the year.) <p>(Summer B - 2 hours)</p>

<p>YEAR 2</p>	<p style="text-align: center;"><u>Unit 1:</u></p> <p style="text-align: center;"><u>What is it like to live in Eston today?</u></p> <ol style="list-style-type: none"> Where is Eston? (Locate and mark Eston on a map of the UK, a map of the North East region and a map of the immediate local area) What do we already know about the geography of Eston? (Prior knowledge - sketches, maps, local services/buildings/landmarks) What can we see on our visit to Eston? (Weather linked to the season, homes, shops, businesses, transport, facilities for children. Follow route on OS map and describe using four compass points.) What are our favourite places in Eston and why? (Personal geographies - map location of favourite places and explain choices) How could we improve Eston? (Changes to local environment and improving facilities for children) <p style="text-align: center;">(10 hours)</p>	<p style="text-align: center;"><u>Unit 2:</u></p> <p style="text-align: center;"><u>What is it like to live in hot and cold places?</u></p> <ol style="list-style-type: none"> Where are the world's hot and cold places? Use world maps and globes to locate the Northern and Southern Hemispheres and the North and South Poles. Discuss definitions of Equator, Arctic Circle and Antarctic Circle as lines of latitude. Make connections between all of the above and the locations of hot and cold areas of the world.) What geographical features can be found in hot and cold places? (Identify human and physical features that can be found in hot and cold countries and establish that some geographical features (e.g. deserts or mountains) can be found in both hot and cold areas.) What is it like to live in a hot/cold place? (Case studies of life for children in a hot country and a cold country - establish how the climate impacts on daily lives and identify similarities and differences between locations studied.) <p style="text-align: center;">(8 hours)</p>	<p style="text-align: center;"><u>Unit 3:</u></p> <p style="text-align: center;"><u>How does living in Mugurameno compare to living in Eston?</u></p> <p><i>(Follow Oddizzi scheme for this unit - Contrasting Locality, saved in Geography Resources folder. Login to Oddizzi and click on https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/ for all online resources)</i></p> <ol style="list-style-type: none"> Where is Zambia? (Review prior knowledge about the seven continents and five oceans from Year 1. Continue to revisit this knowledge throughout this topic. Locate Zambia on a world map, globe and a map of Africa. Predict whether it will be a hot or a cold place using prior knowledge. Identify physical and human features of Zambia.) Where is Mugurameno? (Locate the village on maps of Africa and Zambia. Compare population to population of our school and population of Eston. Generate questions that the children would like to find out the answers to about the village. Calculate distance from Mugurameno to Eston and mark on maps. Investigate the weather/temperature in Mugurameno and compare to Eston.) Why is the River Zambezi important to the people of Mugurameno? (Ask the children if they know what our local river is and identify its location and some of its uses. Investigate whether Mugurameno is near to a river and then locate the River Zambezi on a map of Zambia. Calculate distance from
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		<p>Mugurameno to the river. Using video about the river, investigate and record uses of the river for the local people and discuss the risks posed by flooding (see teacher's notes)</p> <p>4. How does life in Mugurameno for children compare to life in Eston? (Investigate a range of aspects of daily life in Mugurameno using Oddizzi resources. For each aspect, compare it to the experiences of the children and discuss similarities and differences. Aspects to be covered:</p> <ul style="list-style-type: none"> -Living with animals -Food -Homes -Daily life e.g. chores/leisure time -School -Shopping -Recycling <p>Chn could write a 'day in the life' of a child in Mugurameno compared to a child in Eston for assessment at the end of the topic.</p> <p>(12 hours)</p>				

<p>YEAR 3</p>	<p style="text-align: center;">Unit 1:</p> <p style="text-align: center;"><u>Why do people visit Middlesbrough?</u></p> <ol style="list-style-type: none"> Where is Middlesbrough? ('Zooming in' from map of UK to maps of England, region and local area. Compare size of Middlesbrough to size of Eston.) How can we use maps to find out about Middlesbrough? (OS map 1:25000 - identify human and physical features - churches, schools, houses, university, River Tees, etc. Discuss the use of scale on maps used. Use digital versions of OS Maps (Digimaps) to calculate distances and identify scale. Also identify types of settlement/land use in Middlesbrough. Create a simple sketch map of the route followed during fieldwork visit, including symbols and a key. Where do people go when they visit Middlesbrough? (Leisure, education employment, public buildings/services) Is Middlesbrough family-friendly? (Based on evidence from fieldwork) How could people be encouraged to visit Middlesbrough? (Identify human or physical features that would appeal to visitors/tourists) <p style="text-align: right;">(10 hours)</p>	<p style="text-align: center;">Unit 2:</p> <p style="text-align: center;"><u>How can we use maps to find out about the countries of the UK?</u></p> <p style="text-align: center;">*Resources available on RGS website - 'The UK' unit</p> <ol style="list-style-type: none"> How is England divided into regions? (Establish/review prior learning about the UK from KS1. Locate the geographical regions of the UK on maps - see vocabulary section of progression grid - and establish that we live in the North East region. Identify, locate and research key human and physical geographical features of the region, including population, major towns and cities, and significant physical features.) What are counties? Recap learning on UK regions and then show how the regions are further divided into counties using maps. Introduce and discuss maps showing counties of the UK and discuss how this map has changed over time, including the county in which we live. Establish and locate the counties in the North East region of the UK and explain the difference between counties and authorities such as Redcar and Cleveland. How many people live in the UK? (See Worldometers website for live population info and RGS resources for population factsheet. Discuss the 	<p style="text-align: center;">Unit 3:</p> <p style="text-align: center;"><u>What do we know about our European neighbours?</u></p> <p style="text-align: center;">(RGS and Planbee resources available for this unit)</p> <ol style="list-style-type: none"> Where in the world is Europe? (Revisit learning from KS1 on continents/oceans, N & S Hemispheres and lines of latitude - Equator and Arctic/Antarctic Circles. Establish the location of Europe and its borders. Discuss and record key facts about the continent e.g. size, population, largest and smallest countries, etc.) Which countries and capital cities are located in Europe? (Identifying countries and major capital cities on maps of Europe. What else can maps tell us about Europe? (Introduce and discuss a range of maps from RGS - political, topographical, rivers, aerial view at night. Establish what each map tells us about the continent and locate the major human and physical features of Europe, such as rivers, mountain ranges and landmarks, on blank maps. What are the similarities and differences between London and Paris? (Revisit learning about UK capital cities from Year 2 and establish why London is a significant geographical location. Introduce France and Paris by using maps and a
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		<p>population of the UK and of some of its major cities, identifying the most populous cities in each UK region on maps. Discuss how UK population has changed over time and how it might change in the future.)</p> <p>4. What can maps tell us about the physical geography of the UK? (Use OS maps to identify topographical features of the UK, including mountains and rivers. Compare and contrast these features in different areas of the UK.</p> <p>5. How have settlements and land use in the UK and our region changed over time? (Using historic OS maps, compare the size of settlements and land use over time, beginning with a UK overview and then focusing on the North East region and our local area. Link to the economic activity of the North East over time.)</p> <p><i>Focus on intro to OS maps and UK geography - counties, cities, regions, human and physical characteristics, key topographical features, land use patterns and how some of these aspects have changed over time.</i></p> <p>(10 hours)</p>	<p>range of other sources and identify key physical and human features before comparing with London.)</p> <p>(10 hours)</p>	

YEAR 4	<p style="text-align: center;"><u>Unit 1:</u> <u>How does climate affect life on Earth?</u></p> <ol style="list-style-type: none"> What is climate? (Revisit concepts linked to weather from KS1 and introduce concept of climate) What are climate zones and how do they affect life on Earth? (Review understanding of Equator, Northern and Southern Hemispheres and Arctic and Antarctic Circles. Introduce Tropics of Cancer and Capricorn. 4 main climate zones - polar, temperate tropical and arid/desert - and how the Earth is divided into these zones by lines of latitude. Also look at minor climate zones - mountains and Mediterranean. Link to Geography in the news if possible. What are biomes and vegetation belts and how do they affect life on Earth? (Biome - a large region of Earth with similar climates, landscapes, animals and plants. Vegetation belt - an area or region with a distinctive kind of plant life. Overview of world biomes - mark on a map. Biomes to be covered: <ul style="list-style-type: none"> - Rainforest - Forest (deciduous and coniferous) - Grassland (savannah and temperate) - Desert (hot and polar) - Mediterranean 	<p style="text-align: center;"><u>Unit 2:</u> <u>How does living in Sicily compare to living in the north- east of England?</u></p> <ol style="list-style-type: none"> Where in the world is Sicily? (Establish that Italy is also divided into regions and locate these on a map. Locate and identify Sicily as a significant region in Italy and the largest island in the Mediterranean Sea. Identify locations of major cities, mountains and rivers on a map of Italy.) How does the land use in Sicily compare to the land use in our region? (Establish that Sicily has a Mediterranean climate, referring to previous work on climate zones and biomes. Discuss and research the main land uses of agriculture and industry and investigate the main crops produced and types of industry. Compare these to agriculture and industry in the North East and identify similarities and differences.) How does Mount Etna affect life in Sicily? (Introduce Mount Etna as the highest and most active volcano in Europe and briefly explain what a volcano is and its key features. Investigate the advantages and disadvantages of living near Mount Etna for Sicilians - fertile soil, tourism, dangers of eruption, etc.) 	<p style="text-align: center;"><u>Unit 3:</u> <u>Why are rivers important?</u></p> <ol style="list-style-type: none"> Where are the major rivers of the world located? (Review prior knowledge about the location of rivers from previous topics e.g. the study of Europe in Y3. Chn to locate the longest rivers on each continent on maps of the world and identify the location of each river's source and mouth. Then zoom in to review the location of UK rivers (previously covered in Y3)) <i>For questions 2 - 5, use RGS resources from https://www.rgs.org/schools/teaching-resources/rivers-(1)/ Adapt lessons and resources to focus on the River Tees. Excellent video of the features and journey of the Tees at: coolgeography.co.uk/gcsen/PL_River_Tees_Example.php</i> How do rivers form? (Begin to discuss key features of a river and investigate the links between the water cycle and the formation of rivers. Establish how and why rivers are an important part of the water cycle using a range of sources. How do rivers shape the landscape? (Identify, describe and locate the key features of rivers, using images of the Tees as a focus. These include -Upper/middle/lower course
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	<p>- Tundra (Arctic and alpine) Key features to teach include annual temperatures and precipitation data, including seasonal changes. Investigate features of biomes based on places studied so far (desert, tundra, forest, savannah) Look at how climate affects the animals and plants that live in each biome.</p> <p>4. How has our climate changed over the past 100 years? (Introduce concept of climate change and its causes. Look at its effects around the world and how it affects our lives in the UK - flooding, droughts, food prices, etc.) (12 hours)</p>	<p><i>Need to review knowledge of geography of UK from Year 3 in this unit before comparisons are made.</i></p> <p><i>Needs to include human and physical features/trade/economic activity/natural resources</i> (8 hours)</p>	<p>-Source/mouth -Channel/meander/tributary -Oxbow lakes -Waterfalls -Estuary -Erosion/deposition Draw labelled diagrams of the journey of a river. Some chn could add further diagrams showing erosion/deposition on a meander or stages in formation of oxbow lakes.</p> <p>Move on to investigating maps of the River Tees. (See RGS resource lesson 4 for example plan.) Use OS maps of the River Tees in different locations and establish what each map tells us about the Tees. Chn should use and understand key features of OS maps:</p> <ul style="list-style-type: none"> - Eight compass points - Four-figure grid references - Complex keys -Scale (Drawing and estimating distance) -Contour lines <p>Draw a map linked to the fieldwork visit and include a key. Introduce drawing to scale and use digital maps to measure distances.</p>
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YEAR 5					<p>4. How are rivers used by people and have these uses changed over time? Investigate the uses of rivers in the UK and then focus on how people have used the River Tees in the past (e.g. transportation, heavy industry) and how the Tees is used today. Review local land use and discuss how the Tees affects this. Investigate the Tees Barrage and how this helped to change how the Tees is used.</p> <p>5. Why do rivers flood and how can floods be prevented? Investigate the causes of flooding and reasons why the Tees is prone to flooding. (See Coolgeography site for information.) Discuss how flooding can be prevented and investigate how this has been done on the River Tees e.g. the flood defence scheme in Yarm.</p> <p>(10 hours)</p>
YEAR 5	<p><u>Unit 1:</u> <u>The Americas: Continents of contrasts?</u></p> <p>1. Where in the world are the Americas? (Revisit previous learning on lines of latitude, Equator, hemispheres and tropics. Discuss how the Americas got their name. Look at map of continents and identify key geographical features)</p>		<p><u>Unit 2:</u> <u>From Rio to the Rainforest: What do we know about life in Brazil?</u></p> <p>1. Where in the world is Brazil? (Identify the location of Brazil on a globe, a world map and a map of the Americas. Establish distance between Brazil and previous locations studied and review vocabulary associated</p>		<p><u>Unit 3:</u> <u>What do we know about our local coastline?</u></p> <p>1. What does 'coastline' mean and where are the UK's coastal towns located? (Review prior knowledge of UK geography including the significance of our coastline. Establish a definition of a coast/coastline and</p>

	<p>2. Which countries are located in North America and how does the landscape vary? (Identifying countries and major capital cities on maps of North America. Look at a range of maps and establish what they tell us about the continent. Identify the climate zones and biomes found in North America and their impact on the environment and ecosystems. Identify the location of major mountain ranges and rivers.</p> <p>3. How has the population of the USA changed over time? (Case study - investigate factors that have affected population distribution and density. Identify and represent on a graph the most and least populous states of the USA and discuss patterns in distribution.)</p> <p>4. Which countries are located in South America and how does the landscape vary? (Identifying countries and major capital cities on maps of South America. Look at a range of maps and establish what they tell us about the continent. Identify the climate zones and biomes found in South America and their impact on the environment and ecosystems. Identify the location of major mountain ranges and rivers.</p> <p>5. How do the Andes mountains and the Atacama desert affect life in South America? (Case study - Locate each of</p>	<p>with location. Compare size of Brazil to previous locations studied. Identify major cities, rivers and highest mountain and mark on map of the country.)</p> <p>2. What is it like to live in Rio de Janeiro? (Introduce the city and establish how it was founded. Use a range of sources to investigate the human and physical features of the city. Compare the areas of Copacabana and the Rochina favela, suggest reasons for similarities and differences and discuss links between the human and physical geography of each area.)</p> <p>3. How do the lives of children in Rio de Janeiro compare to the lives of children in the UK? (Use case studies of children living in Brazil to investigate their lives, focusing on education, family life and leisure time. Discuss similarities and differences between the lives of Brazilian and UK children and establish reasons for these.)</p> <p>4. Why is the Amazon rainforest so important for our planet? (Discuss the definition of 'rainforest' and establish why the Amazon rainforest is a significant ecosystem. Begin to investigate the impact of the Amazon river on the rainforest and identify</p>	<p>locate significant UK and local coastal towns on maps.</p> <p>2. How are beaches formed? Discuss the definitions of erosion and weathering and deposition and the difference between erosion landform and depositional landforms. Discuss and review physical features of coastline and then focus on how beaches are formed over time by erosion and deposition. Explain the concept of longshore drift.</p> <p>3. How does the coastline change over time? Continue teaching the processes from question 2, now focusing on the formation of headlands, bays, caves, arches and stacks. Establish that these changes happen over a long period of time. Show timelapse video of the tides (see folder for GA resources) and discuss how the coastline changes at high and low tide and the difference between tides and waves.</p> <p>4. How does human activity affect the coastline? Discuss human effects on the coastline e.g. building near the coastline contributing to erosion, growth of tourism in coastal areas and its effects. Use maps (with different scales) of coastal areas e.g. Robin Hood's Bay to describe routes taken by</p>
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	<p>these physical features and investigate how they affect human activity)</p> <p>6. Why do the Americas have so many time zones? (Introduce lines of longitude including the Prime/Greenwich Meridian. Introduce concept of time zones and discuss the link between lines of longitude and time zones. Practice locating places using lines of latitude and longitude and calculating their current time based on their time zone.</p> <p>(12 hours)</p>	<p>the differences between each layer of the rainforest.)</p> <p>5. Who lives in the Amazon rainforest? (Use a range of sources to investigate the lives of the Caboclo or the Awa (RGS resources) tribe. Compare the lives of people who live in the rainforest to the lives of people in the UK and identify similarities and differences. Begin to establish factors that might affect the future of the people who live in the rainforest e.g. cattle farming, logging, road building, etc.)</p> <p>6. How is life in the Amazon rainforest under threat? (Discuss recent events such as wildfires and logging using a range of sources, including news articles. Ask whether all of these sources are reliable and what this means. Investigate the impacts of these events on the human and physical geography of the rainforest and suggest ways in which we can help to protect the future of the rainforest.)</p> <p>(10 hours)</p>	<p>tourists and location of coastal features. Draw a map linked to the visit from given measurements or using observations.</p> <p>5. How can the coastline be protected for the future? Use area measuring tools on digital maps to illustrate the size of the area that may be affected by coastal erosion. Investigate the use of sea defences in places such as Robin Hood's Bay and Redcar to protect homes from coastal erosion and longshore drift. Identify the different types of sea defences used and evaluate their success in protecting the coastline.</p> <p><i>Need to review knowledge of geography of UK covered in Years 3 and 4 throughout unit.</i></p> <p>(8 hours)</p> <div data-bbox="1527 1109 1830 1422"></div> <div data-bbox="1830 1109 2094 1422"></div>
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YEAR 6	<p style="text-align: center;">Unit 1:</p> <p style="text-align: center;"><u>Village study: How has the village of Danby changed over time and how might it change in the future?</u></p> <p style="text-align: center;">(6 hours)</p> <p><i>*Review knowledge of UK Geography covered in previous year groups throughout this unit.</i></p> <ol style="list-style-type: none"> What is a national park and where are they located? (Look at what defines a national park and why they were created. Use maps to investigate land use in national parks.) Where is Danby village and how has the village changed over time? (Use historic maps, OS maps and digital maps to compare historic and modern-day land use. Draw own scale map of the village following the visit to plot route followed and features of the village.) How could the economy of Danby village be developed? – Fieldwork study – investigate how the local residents can generate extra income for the village and identify which proposal might be most beneficial for the village. 	<p style="text-align: center;">Unit 3:</p> <p style="text-align: center;"><u>How do volcanoes and earthquakes affect life in Mexico?</u></p> <ol style="list-style-type: none"> What is it like to live in Mexico? (Overview of the physical and human geography of Mexico. Identify key cities, landmarks, mountains and rivers. Compare a rural village with a major city and identify geographical similarities and differences.) What is a volcano and how do they form? Review and develop learning from Mountains topic linked to the Earth's plates and the structure of the Earth. Identify the locations of volcanoes worldwide, in the Pacific Ring of Fire and then in Mexico using distribution/thematic maps. Design/draw own distribution/thematic map to show locations with complex key – see progression grid. Label and describe the features of a volcano. What are the effects of volcanic eruptions on the landscape and people of Mexico? (Use research on previous eruptions in Mexico to describe the positive and negative effects of eruptions on the physical and human geography of the country – landscape, population, energy, economy, homes, etc.) 	<p style="text-align: center;">Unit 4:</p> <p style="text-align: center;"><u>Into the future: is our planet sustainable?</u></p> <p><i>*Planbee 'Natural Resources' unit could be used for some questions within this topic.</i></p> <ol style="list-style-type: none"> What are the UK's natural resources and how are they used? (Review previous learning on land use in the UK and identify abundant and non-abundant resources in the UK and how these have changed over time. Discuss differences between agricultural resources and geological resources. Identify problems associated with overuse of resources that are not abundant or may not be in the future – e.g. water and minerals mined underground (link to local iron mining)) How is energy produced around the world? Investigate methods of global energy production, beginning with the UK and then expanding to look at alternative methods in other countries. Discuss whether each method will be sustainable in the near and long term future and the reasons why. Investigate the benefits and drawbacks of renewable energy sources. Where does our food come from? (Discuss where a range of UK food
	<p style="text-align: center;">Unit 2: How are mountains formed?</p> <p>RGS resources available for this unit.</p> <ol style="list-style-type: none"> What is a mountain? (Identify the highest peaks on each continent and mountain ranges in the UK and establish definition of a mountain. Use 		

	<p>OS maps to complete a case study of a UK mountain e.g. Snowdon - see RGS resource.</p> <p>2. What is the structure of the Earth? (Introduce layers of the earth and plate tectonics.)</p> <p>3. What are the differences between fold, dome and fault-block mountains? Establish how each type is formed and map examples from around the world. Draw diagrams to explain their formation.</p> <p>(7 hours)</p>	<p>4. What is an earthquake and why do they happen? (Investigate how earthquakes are caused and how they are measured. Establish how they can also cause tsunamis.)</p> <p>5. What are the effects of earthquakes on the landscape and people of Mexico? (Investigate the effects of previous major earthquakes on the physical and human geography of Mexico - see question 3 above).</p> <p>(8 hours)</p>	<p>staples are imported from and use distribution/thematic maps to present findings. Investigate food miles and fair trade and establish whether our current sources of food are likely to be sustainable in the near and long term. Research and discuss the geographical reasons why some people do not have sufficient food.</p> <p>4. How will climate change affect the future of our planet? (Review knowledge from Year 4 on climate change. Investigate the effects of climate change in the previous locations studied throughout KS2 and on a global scale. Discuss and research the possible future effects of climate change and how it is being addressed around the world.)</p> <p>(9 hours)</p>
			