

## Year 1, Summer 1, Geography



### The Weather

## Previous Learning

- In Reception, we learnt that there are four seasons in a year and that each season has different weather.

## Key Vocabulary

**seasons** - There are four seasons that include Spring, Summer, Autumn, Winter.  
**forecast** - Predicting what the weather will be like.  
**symbols** - These are picture to show different types of weather.  
**hail** - This is hard, frozen rain.  
**extreme weather** - This is dangerous weather which includes flooding, drought, hurricanes and blizzards  
**temperature** - How hot or cold it is. This changes across seasons.

1

**LI: To experience and describe the weather.**

The different types of weather in the UK are:

- rain
- shower
- hail
- snow
- clouds
- fog
- mist
- wind
- breeze
- sun



2

**LI: To know how data is used to describe the weather.**

Thermometers measure the air temperature.

In Winter, temperatures are usually colder.

In Summer, temperatures are usually hotter.



3

**LI: To explore how the weather affects people in London.**

There are 4 seasons in the year:

In **Spring**, the months are March, April, May.

In **Summer**, the months are June, July, August.

In **Autumn**, the months are September, October, November.

In **Winter**, the months are December, January, February.

4

**LI: To know that the weather is different in different parts of the UK.**

The UK is made up of four different countries, England, Scotland, Wales and Northern Ireland.

The weather can be different in different places in the UK.



5

**LI: To explore how the weather affects people in Edinburgh.**

In Edinburgh in Scotland, the weather is usually colder than in London because Scotland is in the north of the country and London is in the south of the country.



6

**LI: To identify the key features of the different seasons.**

The signs of the seasons:

**Winter**- cold weather, animals hibernating, no leaves on trees

**Spring**- flowers, nests, frogspawn, baby animals

**Summer**- trees with full leaves, flowers, grasshoppers, butterflies

**Autumn**- leaves changing colour, falling seeds such as conkers

7

**LI: To know what a weather forecast is and how they help people.**

A rain gauge is used to measure the amount of rain that has fallen over the course of a day or a number of days.



8

**LI: To describe the weather data I have collected.**

A wind vane is made up of a tail and an arrow. The tail fin catches the wind and the arrow points towards the direction the wind is blowing from.



9

**LI: To forecast the weather.**

Weather forecasters use science and technology to predict what the weather will be like in the future.

They often use symbols on map to show what the weather will be like in a particular place.

## Future Learning

- In Year 2, we will learn about the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.

## Test your knowledge!

- Is the weather always the same in different places in the UK?
- Name three signs of Spring.
- What is used to measure the temperature?
- How do forecasters represent weather on maps?

## Year 2, Summer 1, Geography



### Our World

## Previous Learning

- In Year 1, we learnt about the different type of weather in the UK
- Earlier in year 2, we compared the human and physical features of Jamaica to the UK

## Key Vocabulary

**weather** - What it is like outside on a daily basis.  
**climate** - What the weather is like over a long period of time.  
**Polar regions** - Areas at the north and south of the earth where it is very cold.  
**climate change**- a change in temperature and rainfall over a long period of time  
**sea level** - the level of the surface of the sea  
**carbon footprint** - the amount of carbon dioxide released into the air because of your activities such as transportation and using electricity

1

### LI: To recap my knowledge.

Polar regions cover the top and bottom of **planet Earth** at the North and South Poles.

The North Pole is surrounded by the Arctic Ocean. The South Pole is located on Antarctica. This area has land, but it's completely covered with a layer of ice.

2

### LI: To know the geographical features found in the polar regions.

Greenland is the world's largest island, lying in the North Atlantic Ocean. The capital of Greenland is Nuuk.

**Physical features**- ice sheet, glaciers, mountains on the coast  
**Human features**- port, harbour

3

### To know the geographical features found in warmer regions.

Warmer regions of the Earth are found close to the equator.

Deserts that are located next to the equator are hot all year round. Tropical rainforests are hot and humid.



4

### To know the human and physical features of the Maldives.

The Maldives is a group of coral islands located in the Indian Ocean. The capital city is Male.

**Physical features**- coral reef, sand dune, lagoon  
**Human features**- Hulhumale is a man-made island made from concrete and sand.

5

### To understand that human activity is having an impact on our environment.

Pollution is when harmful materials are released into the environment.

Deforestation is when forests and trees are cut down in order to use the land for something else.



6

### To understand what climate change is.

Climate change has meant the Earth is getting warmer. This has led to the ice sheets in Greenland melting and the sea level rising.

This leads to habitats being destroyed but also flooding in other countries.

7

### To understand the impact that changes in climate can cause in the Maldives.

The rising sea levels means that countries like the Maldives are at risk of flooding or even sinking under the rising ocean. Houses and habitats would be destroyed.



8

### To collect data on our own impact on the Earth's climate.

Your carbon footprint is the amount of carbon dioxide released into the air because of your own energy needs. You need transportation, electricity, food, clothing, and other goods.

Your choices can make a difference!

9

### LI: To know how to make positive choices about how we can all support our planet.

To reduce your carbon footprint:  
 -turn off lights, TVs and computers  
 - unplug any electronic gadget you can turn on with a remote as it uses power even when it is "off."  
 -Walk or ride your bike instead of taking a car everywhere

## Future Learning

- In KS2 we will learn about the Earth's climate zones and compare them
- In KS2 we will learn about lines of longitude and latitude

## Test your knowledge!

- What is the difference between weather and climate?
- What are the physical features of Greenland and the Maldives?
- What is climate change?
- What impact has climate change had on our planet?

## Year 3, Summer 1, Geography



### Waterways

## Previous Learning

- In KS1, we learnt about seasonal and daily weather patterns in the UK
- In KS1, we explored London in depth including learning about the importance of the River Thames

## Key Vocabulary

**river** - a large natural stream of water that empties into another body of water

**canal** - a man-made waterway to allow boats and ships to pass from one body of water to another

**water cycle** - the process of water moving between the air and land through evaporation and condensation.

**flood plain**- an area of flat land alongside a river that gets covered in water when the river floods

**Irrigation** - supplying water to land or crops to help them to grow

1

**LI: To understand our learning journey.**

A river flows along a channel with banks on both sides and a bed at the bottom.

If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side.



2

**LI: To understand how rivers are formed.**

Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity.

They then flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water.

3

**LI: To understand the features of a river.**

As rivers flow, they erode - or wear away - the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them. Small rivers are usually known as streams, brooks or creeks.

4

**LI: To investigate the features of a river and surrounding landscape.**

A flood occurs when a river bursts its banks and the water spills onto the floodplain.

Flooding is caused by heavy rain: the faster the rainwater reaches the river channel, the more likely it is to flood.



5

**LI: To consider the role rivers play in causing floods.**

Rivers are often identified on maps as blue meandering lines.



6

**LI: To explore the significance of the Thames River Barrier.**

The Thames Barrier has 10 steel gates that can be raised into position across the River Thames to stop the river from flooding into London.



7

**LI: To understand the importance of the waterways for settlements.**

The people of Ancient Egypt chose to settle by the River Nile. It was very important to them as it provided water food, transportation, mud for building and fertile land. This means that the soil is rich and perfect for growing crops.



8

**LI: To understand the difference between rivers and canals.**

Canals are waterways that are built by people and used for shipping, travel, and irrigation.

They usually rely on features like locks and dams to control the water level.

They are also useful for letting out excess water after heavy rainfall.

9

**LI: To understand why canals were built and how they were used.**

To make a canal, builders dig a long channel in the ground and fill it with water. The water usually comes from a connecting river, lake, or ocean. Builders often line the canal with stone, concrete, or steel to make it stronger.



## Future Learning

- In Year 4, we will learn about how rivers were an important part of settlements.
- In Year 5, we will learn about the importance of rivers and canals in global trade.

## Test your knowledge!

- Which rivers do you know?
- How do floods occur?
- What is the purpose of the Thames Barrier?
- What is the difference between a river and a canal?
- How are rivers represented on maps?

# Year 4, Summer 1, Geography



## How We Live

### Previous Learning

- In Year 3 we learnt about how land is used in our local area and in other places in the UK
- Earlier this year we have used maps, atlases, globes and digital mapping to explore places

### Key Vocabulary

- agriculture**- farming - growing crops and rearing animals to provide meat, wool and other products
- industrial**- having a lot of industry and factories
- settlement** - a place where people establish a community
- settler**- a person who moves with a group of others to live in a new country
- rural**- the countryside
- urban** - a city or a town



1

**LI: To understand our learning journey.**

Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. For example, schools for education, parks for playing or shops for selling things.

2

**LI: To know the basic features of different types of settlement.**

Types of settlements: **Hamlet** - a group of houses.  
**Village**- houses, a primary school, a few shops, a Post Office and a village hall.  
**Town** - lots of houses, primary and secondary schools, railway station and shopping centre.  
**City**- the above plus hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

3

**LI: To know why settlements developed in certain locations.**

Some settlements also have a special use, or function. For example:  
**ports** - by a river or sea for ships to transport goods  
**market towns** - where local farmers sell goods  
**resorts** - for people to go on holiday

4

**LI: To use maps to identify changes in settlements over time.**

Throughout history, The Romans, Anglo-Saxons and Vikings built up settlements in the UK.

Areas in the UK were chosen for settlements because of natural resources, farmland, trade centres and river networks.

5

**LI: To identify key features on maps of modern settlements.**

Early settlers needed to find somewhere with fuel, water, shelter, food, defence, materials, farmland and transport links.

Today, people might want to live close to shops, schools or somewhere with fast broadband.



6

**LI: To compare land use in different settlements.**

Land is used for different purposes:

- Retail** - shops, cafes
- Leisure** - cinema, hotels, golf course, spa etc
- Housing** - houses
- Business** - offices
- Industrial** - factories
- Agricultural** - farming



7

**LI: To use maps to identify links between settlements.**

Settlements are connected to each other through transport links:

- Roads
- Rail
- Waterways (rivers, canals)
- Air



8

**LI: To explore rural and urban areas of land.**

An **urban** area is a built up place like a town or city. A **rural** area is the countryside.

There are more amenities (useful features) in urban areas like shops, clinics, schools, fast internet and regular buses. People living in rural areas do not have the same access to these things.

9

**LI: To research settlements in different parts of the world.**

There are similarities and differences in settlements around the world.

Most places have rural and urban areas but have differing features and have been chosen as settlements for different reasons.

### Future Learning

- In Year 5, we will learn about the industries of other countries
- In Year 6, we will learn about how the world's natural resources are shared

### Test your knowledge!

- What features make an ideal settlement?
- What are the different features of rural and urban areas?
- Name three ways land can be used.
- What are the four types of settlements?

# Year 5, Summer 1, Geography



## Travel and Trade

### Previous Learning

- Earlier in Year 5, we explored the human and physical geography of different countries
- In Year 4, we practised using maps, atlases and globes

### Key Vocabulary

**trade**- when you buy and sell goods or services  
**globalisation** - when a business can operate internationally or have influence internationally  
**import**- when you bring goods into the country from abroad  
**export**- when you send goods to another country for sale  
**tertiary**- to be in third place in importance or value or at a third stage in development  
**Fairtrade** - when people in developing countries are paid a fair price for their work

1

**LI: To understand the concept of trade.**

Buying and selling things is called **trade**. Trade is an important way for countries to make money and has been happening across the world for hundreds of years.

Trade happens at different scales- local, national and global



2

**LI: To explore how and why trade has become global.**

In the past, trade happened at a local scale - exchanging goods such as tools, clothing and food. The scale of trade has increased over time and these exchanges now happen on a global scale.

This has happened because of developments in communication, technology and transport.

3

**LI: To understand the global nature of food distribution.**

24% of the food eaten in the UK is imported. The UK imports food from different countries because the physical geography and climate of the UK prevents certain foods from growing here and there is limited space to grow a large variety of food.



4

**To know how products travel through the global supply chain.**

There are three stages of production that manufactured goods go through: **Primary**- extracting the raw materials e.g. farming and mining **Secondary**- Turning raw materials into other products e.g. wood into furniture and **Tertiary**- services as provided to businesses and other customers.

5

**LI: To examine the global supply chain for a manufactured product.**

The global supply chain is the different stages of transforming natural resources or raw materials into finished products for sale.

Stages of the supply chain often occur at different locations around the world.



6

**LI: To explore how and why trade has become global.**

**Fairtrade** is trade between companies in more developed countries and producers in less developed countries in which fair prices are paid to the producers.

This means that producers can help themselves out of poverty through global trade and working conditions are protected.

7

**To understand the global nature of food distribution.**

People in the UK can sell things they make when people in other countries want them, this is called **export**.

Items such as bananas or oranges are hard to grow in the UK and we have to buy these things from abroad. This is called **import**.

8

**LI: To know how products travel through the global supply chain.**

The physical geography of a country determines what it can produce and export. For example their natural resources, coasts, rivers, lakes and climate.



9

**LI: To examine the global supply chain for a manufactured product.**

The human geography of a country determines what a country's highest-value export is. For example, the education and skills of the population, technology, communication, transport links, accessibility, manufacturing facilities.

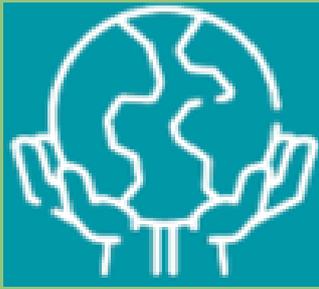
### Future Learning

- In Year 6, we will learn about where natural resources are found around the world
- In Year 6, we will learn about how natural resources are traded

### Test your knowledge!

- How does buying Fairtrade products benefit the producers in other countries?
- What is the global supply chain? Does it benefit everyone fairly?
- What are the UK's main imports and exports?
- Where does our food come from?

## Year 6, Summer 1, Geography



### Sharing the World

## Previous Learning

- In Year 5, we learnt the term globalisation and how trade became global
- In Year 5, we learnt about the primary, secondary and tertiary stages of production

## Key Vocabulary

**natural resources**- materials or substances produced by the environment  
**commodity**- a raw material or product that can be bought or sold  
**supply chain**- the sequence of processes involved in the production and distribution of a commodity  
**supply and demand** - the more people want something, the more demand there is and the more money that can be charged by them

1

**LI: To know what natural resources are and how they are collected.**

There are two types of natural resources - agricultural (crops, food and livestock) and geological (fossil fuels, metals, clay etc.)

Extracting natural resources has led to the destruction of habitats, deforestation, increase in pollutants and decrease in soil quality.

2

**LI: To understand the importance of natural resources to the world economy.**

Natural resources are not evenly distributed throughout the world. Countries trade their natural resources to ensure that their needs can be met.

Major natural resources found on the planet are oil, coal, iron ore, gold, diamonds, copper, coffee, wheat, cotton, and natural gas.

3

**LI: To revise the global supply chain.**

Oil is one of the most important natural resources in the world. We consume billions of litres of oil everyday.

Oil provides us with energy and fuel to power machinery and in addition it is vital in producing many products such as headphones, candles, computers and deodorants!

4

**LI: To understand the central role of oil in the modern world.**

World events may affect the price of natural resources. The price of fuel has increased because the price for crude oil, which is used to make petrol and diesel, has risen.

The UK is to phase out Russian oil by the end of the year. Russia is one of the world's largest oil exporters.

5

**LI: To understand how natural resources are traded.**

The term commodity means a raw material or agricultural product that can be bought and sold.

Natural resources are extremely valuable and there are a complex series of international relationships based on the trading of them



6

**LI: To understand why countries might invest abroad to access natural resources.**

Africa has a lot of natural resources including arable land, water, oil, natural gas, minerals, forests and wildlife.

In recent years China has invested heavily in a number of different African countries and a number of different sectors



7

**LI: To understand why non-renewable natural resources need to be conserved.**

Many natural resources that society has depended on are non-renewable, meaning there is only a finite amount on the planet and supply will eventually run out. Renewable resources include solar energy, wind, falling water, the heat of the earth (geothermal) and plant materials (biomass).

8

**LI: To know the importance of recycling natural resources.**

Approximately 600 million tonnes of material is recycled every year. This generates more than \$200 billion a year.

Using recycled materials directly reduces pressure on natural resource extraction, and less energy is consumed.



9

**10. To explore diamonds as a natural resource.**

Diamonds are a very expensive natural resource and are found under the ground or on the ocean floor. They are then sorted, cut and polished, manufactured and sold in jewellery.

Different countries are involved with different stages of the diamond trade and profits are not fairly distributed.

## Future Learning

- In KS3, you will learn about economic activity in the primary, secondary, tertiary and quaternary sectors
- In KS3, you will use Geographical Information Systems to view, analyse and interpret data

## Test your knowledge!

- What impact does mining have on the environment?
- Why do countries like China invest abroad?
- How are natural resources distributed across the world?
- Why has the price of petrol recently increased?