Chantlers
Primary School

A World of Possibilities

Geography Curriculum

Geography Curriculum Overview

Rationale	The geography curriculum will allow our children to be better able to make sense of a complex and changing world and their place in it. The curriculum will build year on year, so that when they finish primary school, they will have a good foundational understanding of the world's physical, human, social and environmental geography. This is evident in the year group sticky learning and the revisiting of key skills. In addition, the focus on one UK and one international unit in KS1 and KS2 will allow the children to develop a strong knowledge of the UK and British identity but will also allow for a comprehensive study of each continent, too. Each unit will use either physical or virtual fieldwork investigations, making use of the amazing localities in the Greater Manchester area and Northwest of England. This fieldwork will instill the children with a respect for and awe and wonder of the natural world and help to develop an awareness of the connections between people and places. Through carefully considered environmental geography, our pupils will be able to recognise the responsibilities they have in relation to other people, the environment, and the long-term sustainability of the planet. The geography curriculum will encourage students to think critically as they investigate important issues of relevance to Manchester, the UK and the wider world and explore the various perspectives of different groups of people. Geography equips students with the knowledge and skills to interpret the world in which they live and will develop geographical understandings that help to lead to a diverse range of career options. The primary objective of our Geography units is to create such opportunities for awe and wonder that the children will be desperate to visit the location.
Approach	- Ensuring a balance of gaining knowledge, understanding and developing skills for robust enquiry approaches to learning about the world. - Maximising the use of first-hand experiences and technology to ensure the context of place is relevant. - Providing a progressive, systematic building of vocabulary and concepts linking learning over time.
SEND	Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.

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Values	Resilience	Relationships	Pride	Respect	Integrity	Excellence
Concepts:	Geographical Knowledge		Mapping and Fieldwork skills		Enquiry skills and critical thinking	

Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.

	Autumn	Spring	Summer
KS1 **Curriculum** **Cycle A**	**What is it like here?** **On completion of the unit, pupils will know…** ● Locate the school from an aerial view photograph and know that they live in the town of Bury, in the city of Manchester. ● Be able to create a map of the classroom with four key features that include the screen, tables, chairs and cupboards. They can use rulers to represent the distance and direction of features in the classroom. ● Features of the school include the field, forest school area, well-being hub, playground and car park. ● Children know how these features of the school grounds are used e.g., the playground is used for playing and social times. ● How to collect other children's feelings when using these areas of the school by asking the question 'How do you feel when you go into forest school?' and record them in a table. ● How to draw a design to improve three	**What is the weather like in the UK?** **On completion of the unit, pupils will know…** ● Name and locate the countries on a map of the UK- England, Scotland, Wales and Ireland. ● That we live in England. ● The four seasons are Autumn, Winter, Spring, Summer. ● That it is colder in winter and warmer in summer. ● The four compass directions are North, South, East and West. ● Use the compass directions to describe the location of the countries in the UK. ● Observe and describe daily weather patterns e.g., Summer tends to be warmer, but we still can get cold days and rain. ● Locate the four capital cities of the UK and know that they are London, Edenborough, Cardiff and Belfast. ● Appropriate clothing and activities for each season- in summer, shorts can be worn, when it rains, a raincoat can be worn to stay dry.	**What is it like to live in Shanghai?** **On completion of the unit, pupils will know…** ● Shanghai is one of the four major cities in China, along with Beijing, Chongqing, and Tianjin. It's considered the largest city in China due to its population of 24 million people. ● Explain the location of The Bund using some directional language like the four compass directions, North, South, East and West and central. ● Use an aerial photograph to locate physical and human features of Shanghai including The Bund and Yu Garden. ● The continent they live in is Europe. ● The location of the UK and China on a world map and that China is in the East. ● Use an atlas to locate Europe and Asia on a world map. ● Shanghai is different to our locality by commenting on its population and buildings. ●

	areas of the playground using the results from the survey.		

Lesson Sequence Learning challenges in a sequenced order.	L1 - Where in the world are we? L2 - What can we see in our classroom? L3 - What can we find in our school grounds? L4 - Where are the different places in our school? L5 - How do we feel about our playground? L6 - Can we make our playground better?	L1 - Where is the UK? L2 - What are the four seasons? L3 - What are the compass directions? L4 - What is the weather like today? L5 - Is the weather the same everywhere in the UK? L6 - How do people prepare for the weather?	L1 – What can see in our local area? L2 – Can we map our local area? L3 – Where in the world is China? L4 – What can you see in China? L5 – What is Shanghai like? L6 – How is Shanghai different from our local area?
Knowledge Capture Task	Assessment – What is it like here?	Assessment – What is the weather like in the UK?	Assessment – What is it like to live in Shanghai?
NC History links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			

Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
KS1 **Curriculum** **Cycle B**	**Would you prefer to live in a hot or cold place?** **On completion of the unit, pupils will know…** ● Name and locate the seven continents: Africa, Antarctica, Asia, Europe, Australasia, North America and South America on a world map. ● Locate the North and South Poles on a world map. ● Locate the equator on a world map. ● To know the similarities and differences between the UK and Kenya with regards to weather using the terms such as hot and cold. ● Write about weather using key vocabulary such as rain, snow, sun and wind. Explain weather they live in a hot or cold place showing understanding that it is warmer in summer and colder in winter. ● Recognise the features of hot and cold places such as sand and palm trees in hot climates and snow and ice in cold climates. ● To know that Shanghai and Kenya have hot climates, and to know that the UK	**Why is our world wonderful?** **On completion of the unit, pupils will know…** ● To locate Belfast, Cardiff, Edinburgh and London (the four capital cities of the UK) on a map. ● To know that human features are something that has been built by humans. ● To know that physical features are on Earth naturally. ● Name the Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean as the five oceans and locate these on a map. ● Explain the difference between oceans and seas, understanding that seas are smaller than oceans. ● To know that the school grounds include a car park, forest school, school building and field and use this to draw a simple sketch map. ● How to collect data by recording it in a tally chart. ● How to represent this data in the form of a bar chart.	**What is it like to live by the Coast?** **On completion of the unit, pupils will know…** ● The UK is bordered by seas and oceans: to the South by the English Channel, to the East by the North Sea and to the West by the Irish Sea and the Atlantic Ocean. ● Label the seas and ocean above on a map of the UK and describe the location using compass points N, E, S and W. ● To define that the coast is a piece of land along the sea or ocean. ● Locate five coasts in the UK: Orkney Islands in Scotland, Flamborough Head in England, Pembrokeshire in Wales, Giant's Causeway in Northern Island and Jurassic Coast in England. ● Name some of the physical features of coasts: beach, cliffs, sea, caves and coastline, and label these on a photograph. ● Name some human features on the local coast: shops, harbour, hotels, cafes and roads. ● That the coastline is used for things such as shopping, to go to work, to visit

	has a colder climate.		cafes and restaurants, for a holiday or to visit the beach.

Lesson Sequence Learning challenges in a sequenced order.	L1 – Where are the continents? L2 – Where are the coldest places? L3 – Where is the equator? L4 – What is life like in a hot place? L5 – Do we live in a hot or cold place? L6 – Would you prefer to live in a hot or cold place?	L1 – What are some of the UK's amazing features and landmarks? L2 – Where are some of the world's most amazing places? L3 – Where are our oceans? L4 – What is amazing about our local area? L5 – Why are natural habitats special? L6 – How can we look after natural habitats?	L1 – Where are the seas and oceans surrounding the UK? L2 – What is the coast? L3 – What are the features of the Jurassic Coast? L4 – How do people use Weymouth? L5 – How do people use our local coast? (Data collection) L6 – How do people use our local coast? (Findings)
Knowledge Capture Task	Assessment – Would you prefer to live in a hot or cold place?	Assessment – Why is our world a wonderful place?	Assessment – What is it like to live by the coast?
NC History links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
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Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year Three Curriculum	**Why do people live near Volcanos?** **On completion of the unit, pupils will know…** ● To name all four layers of the Earth in the correct order: crush, mantle, outer core and inner core. ● To explain that mountains are formed by tectonic plates. ● To know that the Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates. ● To know that a shield volcano has gentle sloping slide, and a composite volcano has steep slides. ● To know that a composite volcano is formed by two plates coming together, and one melts, causing the magma to rise out the top. ● To know that a shield volcano is formed by two plates move away from each other and magma comes out from the middle of them. ● Name three ways in which volcanoes can be classified: active, dormant and extinct. ● To know the negative consequences of living near a volcano like loss of life, homelessness and forest and farmland destroyed.	**Why are rainforests important to us?** **On completion of the unit, pupils will know…** ● To know that biomes are parts of our world that have similar climates, landscapes, plants and animals. ● To know that the Amazon Rainforest is a biome that is classified as a tropical forest. ● To know that the Amazon Rainforest is on the continent of South America, and largely in Brazil and Peru but across other countries too. ● Name the four layers of tropical rainforests; the emergent, canopy, understory and forest floor. ● To know that a tropical rainforest is hot and wet and, therefore, lots of thick, tall vegetation grows, but in a desert, it is extremely hot, so smaller and fewer plants grow. ● To know that the term indigenous describes people who originated in an area and were, historically, the first groups of people to live there. ● To know that indigenous peoples use trees for drinking water, rivers for	**Are all settlements the same?** **On completion of the unit, pupils will know…** ● A city is a large, dense settlement, containing many people, buildings and services. ● To locate Belfast, Cardiff, Edinburgh, Liverpool, London, Newcastle and Plymouth on a map. ● A village is a settlement usually containing a few hundred people and are located in the countryside. ● A town is a settlement larger than a village and often contains thousands of people. There are more homes in towns than villages. ● A city is larger than any other type of settlement and can contain millions of people. ● To know that a linear settlement is where buildings are positioned in a long line, a nucleated settlement is where buildings are built around a central feature and a dispersed settlement has lots of space between houses. ● To know that an urban settlement has lots of people and buildings close together and a rural settlement is usually located in the countryside and has fewer

	• To know the positive consequences of living near a volcano like fertilised soil and new land formed by hardened lava. • To know that an earthquake is caused when two plate boundaries move and shake the ground. • To know that earthquakes happen along plate boundaries. • To identify igneous, sedimentary and metamorphic rocks using a key.	transport and fishing, plants for medicine and trees and plants to build homes. • To know that the Amazon is being destroyed as trees are being cut and burnt down, companies are mining areas, and animals and plants are losing their homes. • To articulate that the Amazon rainforest is important as it absorbs carbon dioxide and releases oxygen, it adds water to our atmosphere, and it is home to plants, animals and indigenous peoples. • To know there are ways we can help by planting more trees, reduce the amount of meat we eat, educate others about global warming, use less paper and keep parts of the rivers for local people. • To know that fieldwork is the collection of information about an area. • To know that we can summarise how the local woodland is used by recording, tally chart, drawing or survey.	people and buildings. • To describe different types of land use as recreational, transport, agricultural, residential and commercial. • Residential land is used for leisure activities, such as playgrounds, parks and sports facilities. Land can be used to build transport links such as roads and airports. Agricultural land is used for farming, growing crops and rearing animals. Land can be used to build houses or apartments, and commercial land is used for making money, e.g. shops, offices, factories, hotels and restaurants. • To know how to identify different land types (recreational, transport, agricultural, residential and commercial) and human and physical features using Ordnance Survey Legend and a map of their local area. • To understand reasons for the location of human features, such as shops close to residential areas and transport links. • To know that New Delhi is in India which is in the continent of Asia. • To state the human and physical features of New Delhi like shops, roads and railways and rivers and green spaces. • To compare the above features with their locality.
Lesson Sequence	L1 – How is the Earth constructed? L2 – Where are mountains found?	L1 – Where in the world are tropical rainforests?	L1 – What is a settlement?

Learning challenges in a sequenced order.	L3 – Why and where do we get volcanoes? L4 – What are the effects of a volcanic eruption? L5 – What are earthquakes and where do we get them? L6 – Where have the rocks around school come from?	L2 – What is the Amazon rainforest like? L3 – Who lives in the rainforest? L4 – How are rainforests changing? L5 – How is our local woodland used? (Data collection) L6 – How is our local woodland used? (Findings)	L2 – How is land used in my local area? L3 – Can I explain the location of features in my local area? L4 – How has my local area changed over time? L5 – How is land used in New Delhi? L6 – How does land use in New Delhi compare with my local area?
Knowledge Capture Task	Assessment – Why do people live in Volcanoes?	Assessment – Why are rainforests important to us?	Assessment – Are all settlements the same?
NC History links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			

Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year Four Curriculum	**Where does our food come from?** **On completion of the unit, pupils will know…** ● That biomes include weather, climate and landscape, which are all crucial factors in determining which food and crops can grow successfully in an area. ● Different foods require different conditions, e.g. temperature, rainfall, types of soil and amount of sunlight. ● That beef has the most significant negative impact on the environment due to the waste that livestock produce, land needed to rear the livestock and the energy and resources needed to care for the livestock. ● That we can make changes to how we live to reduce the negative impact of food production by eating more fruit and vegetables, reduce waste, reduce the amount of meat we eat and eat seasonal produce to reduce airmiles. ● That responsible trading means that everyone involved in the process of trade, particularly the farmers and growers of produce, are treated equally, work in safe conditions and receive at least a minimum price for their products. ● That there are positive factors to buying	**Who lives in Antarctica?** **On completion of the unit, pupils will know…** ● That latitude is parallel to the Equator and tells us how far north or south a place is from the Equator (0° latitude). ● That longitude runs from the North to the South Pole and tells us how far east or west a place is from the Prime/Greenwich meridian (0° longitude). ● That the closer to the Equator, the warmer the climate zone, getting cooler the further we reach the poles. ● That the Northern and Southern Hemispheres experience seasons at different times due to the tilt of the Earth. ● To know that climate zones are areas of the world grouped as they have a similar climate and are categorized as: arid, mountainous, tropical, Mediterranean, temperate and polar. ● Antarctica has a polar climate made up of ice sheets, snow and mountains. ● That Antarctica's location is the far South of the globe. ● Nobody lives in Antarctica, but tourism and research are the two main reasons people visit Antarctica. ● Scientists visit Antarctica to learn about the wildlife, search the continental rocks	**What are rivers and how are they used?** **On completion of the unit, pupils will know…** ● To identify water stores as: ocean, cloud, river, groundwater and possibly glacier. ● The process of the water cycle is evaporation, condensation, precipitation, transpiration and percolation. ● That rivers are split into three sections called courses: the upper, middle and lower. ● That each river course has its own features, (different landforms created by erosion and deposition) such as the source, tributary, valley, waterfall, meander, oxbow lake, mouth, floodplain, delta and estuary. ● That the five main rivers in the UK are: River Severn, River Thames, River Trent, River Great Ouse and River Wye. ● How to use the contents or index in their atlas to locate a world river. ● That rivers can be used for multiple reasons: river habitat, part of the water cycle, food and drink, growing crops, transport routes, leisure activities,

	fairtrade products such as: guaranteed minimum wages when crops fail or demand drops, support with sustainable farming, working in a group to share knowledge and receive training and the money received for the community helps develop buildings and education where needed. ● The journey of a coco bean from tree to chocolate: growing, fermentation, roasting, grinding, shipping, mixing, cooling, transport to shops and consumed. ● That we can discover what countries our food comes from by looking at the packaging. ● How to use a scale bar correctly to measure approximate distances. ● That qualitative data is used to collect information or opinion. ● How to use a questionnaire to collect qualitative data. ● How to use data by highlighting trends to recognise common themes.	for fossils and meteorites and map the continent to look at the impact of climate change. ● How to plot four-figure grid references at the point where the vertical and horizontal line meet. ● To know the eight points on a compass as north, north-east, east, south-east, south, south-west, west and north-west. ● How to draw a map of the route they take on an expedition. ● Recognise poignant features of our school: car park, building, field, playground and forest school on an aerial map.	settlements, housing, irrigation and energy source. ● The main problems around rivers are pollution, drought and flooding. ● How to identify human and physical features around a river using a map. ● How to record findings on a Likert scale.

Lesson Sequence Learning challenges in a sequenced order.	L1 – How can our food choices impact the environment? L2 – What does it mean to trade responsibly? L3 – How do we get our chocolate? L4 – Where does our food come from? L5 – Are our school dinners locally sourced? L6 – Is it better to buy local or imported food?	L1 -What is climate? L2 – Where is Antarctica? L3 – Who lives in Antarctica? L4 – Who was Shackleton? L5 – Can we plan an expedition around school? L6 – How did our expedition go?	L1 – What is the water cycle? L2 – How is a river formed? L3 – Where can we find rivers? L4 – How are rivers used? L5 – What can we find out about our local river? L6 – What features does our local river have?
Knowledge Capture Task	Assessment – Where does our food come from?	Assessment – Who lives in Antarctica?	Assessment – What are rivers and how are they used?
NC History links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			

Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.

	Autumn	Spring	Summer
Year Five Curriculum	**What is life like in the Alps?** **On completion of the unit, pupils will know…** ● North America is a continent in the Northern Hemisphere and almost entirely within the Western Hemisphere. ● It is bordered to the north by the Arctic Ocean, to the east by the Atlantic Ocean, to the southeast by South America and the Caribbean Sea, and to the west and south by the Pacific Ocean. ● There are 23 countries in North America. ● The US territory is divided into 50 states; 48 states are in the central part of the continent, known as the "contiguous United States," one state, Alaska, occupies the peninsula-like northwestern part of North America, and there is Hawaii, a tropical archipelago in the Pacific Ocean. ● North America has a continental climate. This means the climate is generally dry, with cold winters and hot summers, but with the wide variation that is to be expected over a continent extending from the Arctic Circle to the tropics.	**Where does our energy come from?** **On completion of the unit, pupils will know…** ● The need for renewable and affordable energy is fundamental and that energy powers computers, transport and communications. ● That wind, hydro and solar energy is all renewable. ● That renewable energy is energy from a source that is not depleted when used and non-renewable energy is a natural resource that cannot be readily replaced by natural means. ● No-renewable sources of energy such as the burning of oil is harmful to the environment and we are using them up faster than they can be replaced. ● The prime meridian is the line of 0° longitude, the starting point for measuring distance both east and west around Earth. ● That a six-figure grid references is used to identify features on an OS map. ● That a solar panel is best placed in sunlight, facing true south.	**Why do oceans matter?** **On completion of the unit, pupils will know…** ● That the water cycle starts with evaporation from the ocean and precipitation over land and sea. ● That the ocean is used for transport, food production and leisure. ● Ocean currents act much like a conveyer belt, transporting warm water and precipitation from the equator toward the poles and cold water from the poles back to the tropics. ● That the Great Barrier Reef is part of Australia. ● Coral reefs protect coastlines from storms and erosion, provide jobs for local communities, and offer opportunities for recreation. ● Human development and activity lead to pollution (such as point source, non-point source, and noise pollution) and physical modifications (such as changes to beaches, shores and rivers). ● That a reduction in the use of plastic would benefit our oceans.

	● The contiguous US has 4 standard time zones – eastern, central, mountain and pacific. ● The Missouri River is the longest river in North America. ● It flows for more than 2,500 miles. Denali, also called Mount McKinley, is the tallest mountain in North America, located in south-central Alaska. With a peak that reaches 6,190 meters above sea level.		● How to record data using a tally chart, photographs and a sketch map and explain what the data shows.

Lesson Sequence Learning challenges in a sequenced order.	L1 – Where are the Alps? L2 – What is it like in the Alps? L3 – Why do people visit the Alps? L4 – What is there to do in our local area? L5 – How are the alps different from our local area? L6 – What is life like in the Alps?	L1 – How is the global population changing? L2 – What are birth and death rates? L3 – Why do people migrate? L4 – How is climate change impacting the population? L5 – How is population impacting our environment? (data collection) L6 – How is population impacting our environment? (findings)	L1 – How do we use our oceans? L2 – What is the Great Barrier Reef? L3 – Why are our oceans suffering? L4 – What can we do to help our oceans? L5 – How littered is our marine environment? (data collection) L6 – How littered is our marine environment?
Knowledge Capture Task	Assessment – What is life like in the Alps?	Assessment – Why does population change?	Assessment – Why do oceans matter?
NC History links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
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	Autumn	Spring	Summer
Year Six Curriculum	**Why does sustainability matter?** **On completion of the unit, pupils will know…** ● Resources are materials or assets that people can make use of. ● There are more than 300 million tonnes of plastic produced each year. 8 million tons of plastic waste ends up in the ocean every year. ● Getting rid of unwanted plastic is a challenge. ● If it is burned, harmful gases are released into the atmosphere causing air pollution. It is usually buried in huge landfill sites. ● The biggest problem with unwanted plastic is the pollution and damage it causes the environment. It ends up in our streams, rivers and the ocean. ● The effect of single-use plastics is being seen all over the world, from the most remote parts of the Arctic to tropical beaches. ● Renewable energy comes from natural resources that are naturally replenished. Non-renewable energy comes from resources that are not naturally replenished.	**South America and the Amazon Rainforest** **On completion of the unit, pupils will know…** ● Tropical rainforests are found on either side of the equator in South America, Central Africa, Southeast Asia and Northern Australia. ● The second largest river in the world, the Amazon, runs through the Amazon rainforest. It is 7000km long. ● The plants of the Earth's rainforests produce most of the world's oxygen. Biomes are large geographical areas which are home to certain plants and animals, specially adapted to suit the environment. ● Tropical rainforests cover less than 2 per cent of the planet but contain an estimated 50 per cent of all life on earth's land masses. ● Habitat loss is the main cause of extinction. Deforestation (at a rate of about 300,000km2 a year) has been caused by commercial logging, mineral extraction, commercial farming and subsistence farming. ● Deforestation of the Amazon could release 100 billion tonnes of carbon, resulting in	**Hills and Mountains: The UK and World** **On completion of the unit, pupils will know…** ● Mountains are a natural part of the landscape with steep slopes. ● They rise above 300m. ● They have a summit of at least 600m. ● Not all mountains are single summits. ● Some mountains are found in groups called a mountain range, but some mountains can be on their own. ● Mount Everest is the highest mountain in the world – 8848m. ● Contour lines on a map show slopes. ● These lines on a map join land that is at the same height. ● They are usually marked in 5m or 10m intervals. ● The closer the lines are together, the steeper the slope will be. ● People visit mountains for different reasons; the view, keeping fit, the challenge, skiing, photography. ● The world's tallest mountain ranges form when pieces of Earth's crust—called plates—smash against each other in a process called plate tectonics, and buckle up.

	● Sometimes we use renewable energy and sometimes we use non-renewable energy – storage, cost, lack of wind/sun. ● Sustainability is something that can be continued or a practice that maintains a condition without harming the environment – reduce, reuse, recycle. ● The sustainable development goals are made up of 17 global goals aiming to improve the world by 2030. ● Manchester's concerns include the increased risk of flooding, impacts of extreme heat or cold, pollution and rising prices if global food supplies are affected. ● Freiburg is widely considered the single best city for sustainable urban development. ● In 1997 Freiburg was one the first cities to introduce organic waste containers. ● The compostable waste is transformed into biogas by means of a fermentation plant, and the gas then further transformed into electricity. ● Curitiba is considered a pioneer in sustainable urban planning. To maintain the fields, the city uses sheep rather than mechanical means, saving its money and oil while providing manure for farmers and wool. ● Curitiba recycles around 70 percent of its rubbish thanks to a program that allows for the exchange of bus tokens, notebooks and food in return for recycling.	increased atmospheric CO2 and global warming. ● Tropical Rainforests need to be Managed to be Sustainably.	● The largest mountain in the UK is Ben Nevis. The largest mountain in England is Scarfell Pike. The Pennine Hills are a range of hills and mountains that runs through the North West region. ● Kinder Scout Mountain is local to Manchester, situated in The Peak District National Park. The National Trust is the biggest conservation charity in Europe.

Lesson Sequence Learning challenges in a sequenced order.	L1 – Why is energy important? L2 – What is renewable energy? L3 – How does the United States generate energy? L4 – How does the United Kingdom generate energy? L5 – What is the best way to generate energy? L6 – Where is the best place for a solar panel on the school grounds?	L1- What are biomes and vegetation belts? L2- Locate the Amazon Rainforest on a world map and understand the significance of the equator, hemispheres and the tropics. L3- Identify the layers of the rainforest and what lives there. L4- Understand the climate in the Amazon rainforest. L5- Understand that rainforests are under threat. L6- Know the tribe's people of the amazon rainforest, their way of life and compare it to ours.	L1- Can I identify a group of mountains and begin to understand related facts? L2- I know that Mount Everest is the highest mountain in the world – 8848m- and that contour lines on a map show slopes. L3- I know that people visit mountains for different reasons; the view, keeping fit, the challenge, skiing, photography. L4- I can say how maintains are formed. L5- I know that the largest mountain in the UK is Ben Nevis. The largest mountain in England is Scarfell Pike. L6- I know that Kinder Scout Mountain is local to Manchester, situated in The Peak District National Park. The National Trust is the biggest conservation charity in Europe.
Knowledge Capture Task	Assessment – Where does our energy come from?	Assessment – Would you like to live in the desert?	Assessment – Can I carry out an independent fieldwork enquiry?
NC History	Please see the document attached showing National Curriculum links across the Geography topics.		

links			
Possible endpoints and support for the least able	**The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		