



**Current Geography Learning Context Map**

Year 3	Autumn	Spring	Summer
<b>Learning Context</b>	<b>Where Does Our Food Come From?</b>	<b>Investigating India</b>	<b>Our European Neighbours</b>
	<p><b>Geography Skills</b> can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. can read a time zone map and use it to answer questions about two different locations.</p> <p><b>Locational Knowledge</b> Locate the United Kingdom in the Northern Hemisphere explain some of the ways in which food is processed and transported around the world? know what the Northern and Southern Hemispheres are. know which hemisphere each continent is in. know what the Eastern and Western Hemispheres are. name some countries that are in the Northern and Southern Hemispheres know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. know that the tropic of Cancer and tropic of Capricorn are lines of latitude. know that the tropics describes the area between the tropics of Cancer and Capricorn. know what the prime meridian is</p> <p><b>Human and Physical Geography</b> describe the basic features of some climate zones. know what the terms 'import' and 'export' mean. know that a lot of foods are imported and exported around the world.</p>	<p><b>Geographical Skills</b> locate India on a world map. use climate map with key to identify different climates in India. locate the cities of New Delhi, Kolkata and Mumbai on a map of India. use the street view function on Google maps to explore the human and physical features of cities in India. use population density maps to compare</p> <p><b>Locational Knowledge</b> know that India is a country in Asia. know that New Delhi is the capital of India. know that India is in the Northern Hemisphere.</p> <p><b>Place Knowledge</b> identify similarities and differences in the human and physical geography of the UK and India.</p> <p><b>Human and Physical Geography</b> know that India is one of the most populated countries in the world. know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and explain what each of these climates is like. know what a monsoon is. explain how a mountain is formed. know that there are five different types of mountain formations. name and locate some of the major mountain ranges in India, and explore facts about each one. know that the Ganges River and Narmada River are two of the major rivers in India. explain some of the features of the Ganges and Narmada rivers.</p>	<p><b>Geographical Skills</b> locate the countries of Europe, including Russia, on a map of Europe. locate the capital cities of Europe on a map.</p> <p><b>Locational Knowledge</b> name different countries in Europe name the seas and oceans surrounding Europe.</p> <p><b>Place Knowledge</b> compare the human and physical geography of London and Paris. ask and answer questions to compare and contrast London and Paris.</p> <p><b>Human and Physical Geography</b> identify European countries based on human features, such as language, flag and currency. identify the capital cities of Europe compare two European capital cities according to their human and physical features. use independent research to explore the human and physical features of a particular European country.</p>



	<p>explain how land in tropical biomes is being changed to enable more food to be produced.</p> <p>describe what the term 'deforestation' means.</p> <p>describe ways farm land is used in Mediterranean climate zones.</p> <p>describe the difference between arable and pastoral farming.</p> <p>explain how land is used to produce food in UK.</p> <p>gather and explain information about UK food trade links.</p>	<p>explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.</p> <p>explore and describe some features of Indian culture and how this has influenced the wider world.</p>	
<b>Big Questions</b>	<b>Can you have a healthy and balanced diet eating only foods grown locally?</b>	<b>What are the benefits to cultural influences from the wider world being represented here in the UK?</b>	<b>Is living in any city in the continent of Europe the same?</b>
<b>Wider Learning [Enrichment]</b>	Supermarket Visit to see where foods come from and look for any fair-trade countries.	River Thames Walk?	Walk along the Southbank to view some of London's most famous landmarks
<b>British Values Equalities/ diversity</b>	<p>Rule of Law – Fair Trade Act - Fair Traders working to commonly accepted principles when importing and exporting goods.</p> <p>Freedom and Equality – Fairtrade Foods- Better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world</p>	<p>Democracy – India is a democratic country with a Prime Minister at the head of the Indian government.</p> <p>Mutual Respect – India has a Multilanguage/multi faith population.</p> <p>Tolerance – Forms part of the Indian constitution because of India's diverse range of faiths and languages</p>	<p>Individual Liberty – Individuals have the choice as to how closely they identify with the country they are born and/or living in.</p> <p>Mutual Respect – London and Paris both have multi-language/multi faith populations.</p> <p>Tolerance – As above.</p>
<b>Environmental Education</b>	<p>Healthy Living – To have a varied and healthy diet, we need foods grown in other countries.</p> <p>Transport – How food is transported to and from other countries to the UK.</p>	Water pollution/Litter – The affects pollution and rubbish has on the Rivers of India which can affect people and animals.	Highly populated areas are more likely to create and be affected by high pollution levels.
<b>Cross Curricular Links</b>	Design & Technology – Designing, creating and evaluating a healthy sandwich.	<p>Science – Rocks (how mountains are formed)</p> <p>English Writing – Non-Chronological Report</p> <p>Computing – Research for the above</p>	<p>Maths – Comparing human and physical geographical statistics such as populations, heights of highest mountains etc.</p> <p>English Writing – Comparative/contrasting writing vocabulary</p> <p>Computing – Researching facts/statistics</p>
<b>Assessment Opportunities</b>	<p>In class formative assessment</p> <p>Learning questions linked to each lesson</p> <p>Big Question used as pre and post assessment</p>	<p>In class formative assessment</p> <p>Learning questions linked to each lesson</p> <p>Big Question used as pre and post assessment</p>	<p>In class formative assessment</p> <p>Learning questions linked to each lesson</p> <p>Big Question used as pre and post assessment</p>

<b>Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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Learning Context	Earning A Living	Countries of the World	Volcanoes
	<p><b>Geographical Skills and Fieldwork</b> use a map of the UK to identify where different industries are more prevalent. annotate a world map to show different industries in different countries</p> <p><b>Locational Knowledge</b> know that the UK's industries are dependent on geographical areas.</p> <p><b>Human and Physical Geography</b> understand the concept of trade links. understand the concept of an economy. identify a variety of jobs that belong to different sectors. know what some of the UK's top industries are. describe how climate and landscape help determine a country's industries. explain how unemployment affects people in the UK and around the world. explain how child labour around the world affects the economy.</p>	<p><b>Geographical Skills and Fieldwork</b> label each of the seven continents on a world map. locate countries in a particular continent on a world map. use given clues to help me locate a country on a world map. know that I can use an atlas and the internet to find where countries are located in the world. use a climate zone map to identify what a country's climate is like. locate major capital cities of the world on a map.</p> <p><b>Locational Knowledge</b> name the seven continents of the world independently. compare the seven continents by size, number of countries and population. name several different countries in each continent. name some major capital cities of the world. know where the North and South Poles are</p> <p><b>Place Knowledge</b> compare two different countries and state their similarities and differences.</p> <p><b>Human and Physical Geography</b> know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. describe what some of the climate zones of the world are like. identify key physical features of the seven continents, including the tallest mountain and longest river in each. describe the difference between human and physical geography. use a variety of sources to find out about the physical and human geography of a particular country.</p>	<p><b>Geographical Skills and Fieldwork</b> locate volcanoes on a world map. use a key to label the world's tectonic plates on a map. name countries and continents that sit on different tectonic plates.</p> <p><b>Locational Knowledge</b> know that the equator separates the Northern and Southern Hemispheres. know that the capital of Hawaii is Honolulu</p> <p><b>Place Knowledge</b> identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). Human and Physical Geography describe what a volcano is. know some facts, such as the height and age of some of the world's most famous volcanoes. explain why a volcano erupts. know that ash, gas, lava and rocks are released when a volcano erupts. explain how a volcano eruption affects the local people and environment. know some of the strategies put in place to help people survive when they are near a volcano eruption. explain the difference between a composite, shield and dome volcano. explain the difference between a dormant, active and extinct volcano. know what tectonic plates are. know that most world's volcanoes are found at the boundaries of tectonic plates. know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.</p>



			<p>know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes.</p> <p>identify some of the animals and plants that live in volcanic areas.</p> <p>describe some of the human and physical features of Hawaii, a volcanic area.</p> <p>carry out my own research about a particular volcano.</p>
<b>Big Questions/ Overarching themes</b>	<b>Does where you are born affect your chances of finding employment as an adult?</b>	<b>Do you need to know about the physical and human geography of another country if you are going on holiday there?</b>	<b>Why do people adapt their lives to be able to live in/near areas that can be affected by natural disasters such as volcanoes?</b>
<b>Wider Learning [Enrichment]</b>	Wandle and Industrial Workshops at Merton Priory Chapter House and Merton Abbey Mills.	Oceans and Continents Workshop? Divergent Drama	Freshwater Theatre – Volcanoes
<b>British Values Equalities/ diversity</b>	<p>Democracy – We live in a society that votes for a party to run the country and make economic choices for us.</p> <p>Rule of Law – In the UK we have rules preventing child labour</p>	<p>Democracy – Understanding that different countries have different political systems in place.</p> <p>Rule of Law – Countries working together for the good of people (United Nations).</p>	Individual Liberty – People choosing to live/work in areas near volcanoes.
<b>Environmental Education</b>	<p>Climate and landscape impact on industries available to different countries.</p> <p>Pollution created by certain industries</p> <p>Waste created by different industries.</p> <p>How different industries are powered.</p> <p>The effect of industry on marine life.</p>	Energy commitments by countries to lower pollution, preserve marine life and biodiversity.	<p>Understand environmental impact of volcanoes on the surrounding lands.</p> <p>Understanding the biodiversity found in volcanic lands.</p>
<b>Cross Curricular Links</b>	<p>Maths – Understanding that you need money to live and how much you make/spend can affect lives.</p> <p>PSHCE – child labour</p> <p>History/PSHCE – UK used to have child labour</p>	<p>English – Comparison writing.</p> <p>Maths – Comparing data such as the size of country and its populations.</p> <p>Computing – Using Google Maps, Google Earth and other online resources to research and publish work about the Countries of the World.</p>	<p>Maths – Comparing data from volcanic eruptions.</p> <p>Science – Understand how tectonic plates work, what happens when a volcanic eruption occurs and why certain plants and animals are found in volcanic lands.</p> <p>PSHCE – Support for those adversely affected by volcanic eruptions.</p> <p>Art and or D/T – Designing, creating and evaluating a volcano.</p>
<b>Assessment Opportunities</b>	In class formative assessment Learning questions linked to each lesson	In class formative assessment Learning questions linked to each lesson	In class formative assessment Learning questions linked to each lesson



	Big Question used as pre and post assessment	Big Question used as pre and post assessment	Big Question used as pre and post assessment
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Year 5	Autumn	Spring	Summer
<b>Learning Context</b>	<b>The Grand Canyon</b>	<b>Water World</b>	<b>Our Local Area</b>
	<p><b>Geographical Skills</b> use a map of the USA to identify where Arizona is.</p> <p><b>Locational Knowledge</b> know that the Grand Canyon is located in the USA, North America. know that the USA is made up of 50 states. know that the Grand Canyon is in the state of Arizona. know what lines of longitude and latitude are.</p> <p><b>Human and Physical Geography</b> know what the Colorado Plateau is and can describe some of its features. know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. use appropriate geographical vocabulary to describe how the Grand Canyon was formed. know that the environment is very different at the top of the Grand Canyon to the bottom describe what a biome is. use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon describe what a desert scrub biome is and explore some of its features. name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. identify the pros and cons of tourism at the Grand Canyon. know that native American tribes have lived around the Grand Canyon for hundreds of years.</p>	<p><b>Geographical Skills and Fieldwork</b> use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. identify local bodies of water on a map. use fieldwork to observe, measure, record and present information about a local body of water.</p> <p><b>Human and Physical Geography</b> name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. know that some of the Earth's bodies of water have salt water and some have fresh water. understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. explain why the water cycle is important for our planet. draw and label a diagram of the water cycle. describe some of the ways in which people need water every day to live. know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. describe the six steps in the water treatment process. know what the term 'water conservation' means and why this is important. know that Kenya is a water-scarce country. explain what hydropower is and how it can be used to contribute to a sustainable future.</p>	<p><b>Geographical Skills and Fieldwork</b> use fieldwork to observe where some of the UK's natural resources can be found. use fieldwork to identify different examples of land use in my local area. use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. use fieldwork to gather: Information about the vegetation and wildlife of a local river. Weather data about my local area. Information about rock type, vegetation and wildlife on a local hill or mountain. use a topographical map to identify the major mountain ranges of the UK.</p> <p><b>Locational Knowledge</b> know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons</p> <p><b>Human and Physical Geography</b> know the difference between high-order and low-order services in a settlement.</p>



	<p>describe some of the features of the way of life of the traditional Havasupai tribe.</p> <p>describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon.</p> <p>know that a National Park is an area that is looked after by the American government.</p> <p>explain why it is important to look after and protect the Grand Canyon.</p>	<p>identify the positive and negative aspects of using hydropower</p> <p>carry out own research into a particular hydroelectric dam around the world</p>	<p>know which products are exported from the UK, their value, their share of UK exports and the main importer countries.</p> <p>name many of the natural resources that are found in the UK.</p> <p>identify UK commodities that are made or produced in my local area.</p> <p>describe land use around our school, explaining feelings about different areas and what would be changed.</p> <p>compare local climate data with climate data for other parts of the UK.</p> <p>know how different winds can affect the climate of different parts of the UK.</p>
<b>Big Questions/ Overarching themes</b>	<b>How does nature impact the human and physical geography of an area?</b>	<b>Why is water such a valuable natural resource?</b>	<b>Does the physical geography of an area effect the human geography in that area?</b>
<b>Wider Learning [Enrichment]</b>	Kew Gardens – Micro Climates?	Investigating the Thames	Visit to the Wetlands Centre?
<b>British Values Equalities/ diversity</b>	<p>Rule of Law – Laws to protect native American tribes living in the Grand Canyon.</p> <p>Individual Liberty – Tribes choice to continue to live traditionally.</p>	<p>Democracy - How government choices can affect the quality of water available to people.</p> <p>Rule of Law – Laws to ensure water is clean and safe.</p>	<p>Democracy – Understand that voting in local elections can affect the resources available in a local area.</p> <p>Rule of Law – Laws to protect local areas.</p> <p>Respect – People living/working in communities.</p>
<b>Environmental Education</b>	<p>How did the environment in the Grand Canyon help to shape the landscape found there?</p> <p>How are each of the biomes found in the Grand Canyon affected by global warming?</p> <p>Will the Grand Canyon become too hot for biomes or people to live there in the future?</p>	<p>Why is water conservation is needed?</p> <p>How does water affect the people and biodiversity of a and area or country?</p> <p>Effect of global warming on areas of water such as glaciers.</p> <p>How is water used as a form of energy and what are the advantages/disadvantages of this type of power?</p>	<p>School grounds – How is our school affected by the area surrounding it?</p> <p>Healthy Eating – Are school dinners a healthy option?</p> <p>What types of foods are available locally?</p> <p>Transport - How goods are transported locally, how do children travel to school?</p> <p>Pollution/Litter – What is being done at our school or local level to combat pollution and litter?</p>
<b>Cross Curricular Links</b>	<p>Maths – Creating and interpreting graphs.</p> <p>Science –How water/tectonic plates can impact/change a landscape.</p>	<p>Science/PSHCE– Why it is important to have clean water.</p> <p>Science – The Water Cycle.</p> <p>Maths – Comparing data on water from different countries.</p>	<p>Maths - Map drawing using a scale. Comparing climate data.</p> <p>History – Changes in local areas over a period of time.</p> <p>Science – Comparing climate data,</p> <p>Art – Make a model of part of the local area.</p>



<b>Assessment Opportunities</b>	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment
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Year 6	Autumn	Spring	Summer
<b>Learning Context</b>	<b>Extreme Earth</b>	<b>South America</b>	<b>Exploring Scandinavia</b>
	<p><b>Locational Knowledge</b> know where some places of extreme temperature are located.</p> <p><b>Human and Physical Geography</b> know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. explain what a drought is and some of the causes and effects. explain why some areas get more rain than others in relation to the water cycle. describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. describe the effects of extreme weather phenomena on the environment and people affected. use plate tectonics to describe what earthquakes are and why they happen. know what the Richter scale is. describe the effects of earthquakes on the environment and people affected. know that tsunamis occur when there are earthquakes on the ocean floor. describe what happens when a volcano erupts.</p>	<p><b>Geographical Skills and Fieldwork</b> locate the countries of South America on a map. use political maps and climate maps to identify the climate zones of South America. use a topographical map to locate the mountain ranges of South America. use a map of plate tectonics to identify the location of the Andes. create a colour key on a map of South America to denote key industries</p> <p><b>Locational Knowledge</b> name the countries of South America. use understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.</p> <p><b>Place Knowledge</b> use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. compare and contrast the human and physical features of Brazil and the UK.</p> <p><b>Human and Physical Geography</b> identify and describe the different climate zones of South America. know that the Andes are the major mountain range of South America. use plate tectonics to describe how mountains are formed. know what a volcano is and how they are formed. know the differences between the three types of volcanos.</p>	<p><b>Geographical Skills and Fieldwork</b> locate Scandinavia's countries and major cities on a map. use a climate map to identify areas of different climates in Scandinavia.</p> <p><b>Locational Knowledge</b> know that Scandinavia is made up of the countries Norway, Sweden and Denmark</p> <p><b>Place Knowledge</b> use graphs to compare the climates of London, Copenhagen and Umeå. compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. Human and Physical Geography use photographs to describe what the landscape of Scandinavia is like. suggest what the weather and climate in Scandinavia might be like based on its location in the world. know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. describe the features of the different climate zones in Scandinavia. use line graphs and bar charts to explore the climate of different cities in Scandinavia. name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</p>



		<p>know how humans use the Andes for things like natural resources, hydroelectric dams and tourism.</p> <p>compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.</p> <p>know that the main industries of South America are agriculture and timber.</p> <p>name some key industries in different South American countries.</p> <p>use independent research to find out key details of the human and physical geography of a particular South American country.</p>	<p>know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences.</p> <p>research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</p>
<b>Big Questions/ Overarching themes</b>	<b>Is there a balance between nature's creativity and destruction?</b>	<b>How does the physical geography of (South America) affect the human geography found there?</b>	<b>What are the geographical human/physical advantages and disadvantages to grouping countries?</b>
<b>Wider Learning [Enrichment]</b>	Natural History Museum – Emergency! Earthquakes and Volcanoes Show x	South American Food Tasting V&A - South America Latin Dancing Session/s	Scandinavian Food Tasting? Visit to Rotherhithe/Surrey Docks?
<b>British Values Equalities/ diversity</b>	<p>Individual Liberty - People choosing to live/work in areas that may be affected by extreme weather conditions such as drought, tsunamis, volcanoes or earthquakes</p> <p>??Democracy – Governments across the world supporting those affected by extreme weather</p>	<p>Democracy – South America has become a more democratic country over recent times.</p> <p>Tolerance – Freedom of religion is part of each countries' constitution.</p> <p>Rule of Law – The majority of the countries of South America follow civil law systems. Limits on natural resources.</p>	<p>Democracy – The 3 countries are noted for being highly democratic with one government that is proportionally representative.</p> <p>Rule of Law – Nordic Law which includes Iceland and Finland too.</p> <p>Respect - promote equality in social, educational, political, and economic institutions regardless of financial status.</p> <p>Tolerance – As above</p> <p>Individual Liberty – As above</p>
<b>Environmental Education</b>	<p>Are natural disasters increasing or decreasing over time and what might this mean for the environment?</p> <p>Can lands affected by natural disasters be used again?</p>	The effects of deforestation on the environment - What does the future hold?	How have Scandinavian countries become known as pioneers and leaders in sustainability?
<b>Cross Curricular Links</b>	<p>Science – Rocks, states of matter</p> <p>Maths – Handling data</p>	<p>Science – Mountain/Volcano formation – tectonic plates.</p> <p>Maths – Comparing human geographical data amongst South American countries and the UK.</p>	<p>Maths – Comparing data.</p> <p>Computing – Researching and presenting.</p>

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	PSHCE – What are the physical and/or emotional impacts on those affected by natural disasters? D/T – Designing, creating and evaluating a scene affected by extreme weather.	PE – Dance – Latin Dances	English Writing – Comparing Scandinavia and the UK. Comparing each of the Scandinavian countries. Art – What can be learnt about the geography of Scandinavia from pictures?
<b>Assessment Opportunities</b>	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment	In class formative assessment Learning questions linked to each lesson Big Question used as pre and post assessment