

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year R	
Is Littlebourne the same as India? (Term 2- Celebrations)	What animals live in different parts of the world? (Term 6-Amazing Animals)
Where do I live? Can children talk about the name of their street, discuss the area name. Is Littlebourne the same size as the world? Using Google maps to zoom in and out to look at their houses, their street their town, city, country. What do the blue and green parts represent on a globe? Land and Sea Have I been on holiday? Where did I go? How did I get there? Beach, sea, park, sun, plane. Where did Holi festival originate? India. Look at England and India on a globe, we will need to get a plane to travel to India from Littlebourne. India is a bigger country than England.	What animals have I seen before? Talk about any animals they have seen in the wild (at the park, in the sky, at forest school). Talk about zoo animals and what they have seen before. Where have I seen animals? Were any animals in the wild? Trip to Reculver, find and discuss any living things we might find in the sea and rock pools. Where are the rainforests? What animals live in the rainforest? What is a habitat? What is the weather like in the rainforest? What will happen if trees continue to be cut down? Do people live in the rainforest? A habitat is the natural place where plants and animals live and grow. Gorillas, Jaguar, Anaconda, Sloths and poison dart frog. Where are the Polar habitats? What animals might live in Polar habitats? How do the animals survive in these conditions?

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Does India look the same as Littlebourne?

Show pictures of food, houses, schools and transport from India.

Are England and India near each other on the globe?

Look at maps/globes and look at the two countries and see how we could get to India from Littlebourne.

Vocabulary: Earth, planet, house, road, street, Littlebourne, Canterbury, Sea, Land, England, country.

Polar habitats are extremely cold, dry, and windy environments found at the North and South Poles of the Earth. They are at the top and bottom of Earth.

What creatures live in the ocean?

Why are some animals endangered? How do the animals survive in these conditions?

Fish, Sharks, Whales, Octopus. Many sea animals are endangered due to fishing/hunting and pollution.

Vocabulary: Habitats, weather, temperature, hot, cold, survive, Arctic, recycling.

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Year 1

What is Littlebourne like and how can we improve it?	What is it like to live in Kenya?	How is the UK made up?
What does Littlebourne look like? Focus on Littlebourne school and local areas (aerial photographs, walk around village): age of the buildings, the church, the shop, the park, the roads. Focus on what can you see? How is Littlebourne different to Canterbury? Littlebourne is a village and Canterbury is a city. Urban areas are places of high populations and high density, characterised by their built-up infrastructure. Rural areas are the opposite of urban areas, having a low population and density whilst maintaining a lack of large infrastructure. What human and physical features can I identify in Littlebourne? Physical features that are present: are there hills? Are there fields? Are there beaches? Are there rivers? Are there mountains? Is there woodland? Human features that are present: School, church, houses (cottages), shop (One shop in comparison to more urban areas). Population: 1,500 people.	Where is Kenya? Use atlas and globes to identify that Kenya is a country in Africa and it is near the equator. What is the climate of Kenya? Kenya's climate is tropical, it is mainly sunny and dry but does have wet spells. A tropical climate is characterized by hot temperatures, high humidity, and lots of rain, and is usually found near the equator. I know the climate is different to where I live because of its location of the equator. What are the differences and similarities between life in Kenya and life in the UK/Littlebourne? Talk about the types of jobs available to people, what are the schools like. Link to climate and land usage (lakes, savannah, cities). Tourism opportunities, link to animals. Vocabulary: Beach, climate, cliff, coast, forest, hill, valley, sea, ocean, land, compass, North,	Where is the UK (using Atlas)? The UK is part of Europe and above the equator. I can locate the UK on a map of the world and a map of Europe. What countries make up the UK? The United Kingdom (UK) is made up of four countries: England, Scotland, Wales, and Northern Ireland. What capital cities are in the UK? The capital cities of each country in the UK are; London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). What are the surrounding seas of the UK? There are 5 seas that surround the United Kingdom; the Atlantic Ocean, the North Sea, the English Channel, the Irish Sea and the Celtic Sea. What items are significant to the countries of the UK and why (flags, emblems, flowers)?

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How would I improve Littlebourne?

Talk about things that would make Littlebourne more attractive to live in. Should there be more shops? Should there be more activities to do? Should there be more than one school? Talk about the need to balance building new amenities with the desire for people to feel like they are in a rural area, close to nature, more natural areas.

Vocabulary: city, town, village, farm, shop, park, church, house, river, rural, urban

East, South, West, vegetation, weather, season, equator, tropical, temperature

England- The English flag and the rose.
Scotland- The Scottish flag and the thistle and the Scottish bluebell.
Wales- The Welsh flag and the daffodil. The leek is also considered an emblem of Wales.
Northern Ireland- The Northern Irish flag and the shamrock.

Vocabulary: England, Scotland, Wales and Northern Ireland, Irish Sea, English Channel, North Sea, Belfast, London, Edinburgh, Cardiff

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Year 2/3 - Cycle A

What is unique about Canterbury?	What is a rainforest?	What is an island?
What's the Difference between a city, town or village? A village is a small community in a rural area. A town is a populated area with fixed boundaries and a local government. Towns are located outside the city A city is a large or important town. A city is bigger and busier. What makes Canterbury a city? Prestigious past, World Heritage Site designation, city council, cathedral (not all cities have cathedrals), Mayor. What are the landmarks in Canterbury? Canterbury Cathedral, St Augustine's Abbey, City wall and castle, St Martin's Church, Westgate Towers. What makes Canterbury an English heritage site? Look at St Augustine's Abbey contribution to Christianity, Canterbury Cathedral, St Martin's Church oldest church in England.	Where are rainforests located? Countries? Northern or Southern hemisphere? Parts of South America, Central America, Southeast Asia and Australia. What are the layers of the rainforest? Emergent, Canopy, Understory and forest floor. What is the climate like in the rainforest and how does this differ from our climate? Hot, humid and wet. Our climate is colder and wet. What animals live in the rainforest? Do people live in the rainforest? People live in the rainforest including the Amazon forest. Some people are called non-contact as they intentionally isolate themselves from the rest of the world. Animals found in the rainforest: Jaguar, sloth, green tree python, harpy eagle.	What is an island? An island is a piece of land that is surrounded by water and is smaller than a continent. How are islands formed? Islands are formed when an underwater volcano erupts and pushes the ocean floor upward above sea level. Are all islands identical? Why/why not? No, islands are not identical because they are formed by different processes and can vary in many ways. Where are islands located? Islands are located in bodies of water, such as oceans, seas, lakes, and rivers. What geographical features can we identify on islands? They are smaller than a continent. They are surrounded by water. They have different shapes and sizes.

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Why do you and other people visit Canterbury? Shops, work, home, history, theatre, river, cathedral, Canterbury tales Vocabulary: Heritage, rural, boundaries, community, government.	What plants grow in a rainforest? Orchids, cacao, coffee, passion flower, rubber tree, lobster-claws. How can we protect the rainforests? Encourage people to recycle. Plant trees. Reduce the use of paper, wood. Go paperless. Buy fair trade products. Vocabulary: deciduous, coniferous, boreal, tropical, climate, humid, layers, emergent, canopy, understorey, forest floor, habitat	Vocabulary: Continents, oceans, equator, north and south poles, formation, volcanoes, coral, reefs, tropical, tidal, island.
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Year 2/3 - Cycle B

How has London changed over the years?	Where is Europe?	What can I see on the surface of the Earth?
Where is London located on a map? Use Google maps and atlas to find London, compare London and Littlebourne on a map. How could we get there? Has anyone ever been to London? What did you do? What physical and human features make up London? Physical- River Thames, Regent's Park, Hampstead Heath Human- Bridges, Buildings (Buckingham palace, houses of parliament), Port/Thames River barrier, London under-ground What is special about London and its landmarks? London's landmarks are special because they offer a glimpse into the city's history and culture, and each has its own unique story How has London changed over the years, (Population, urban expansion)? The population has increased. There are a lot of other cultures in London. There are more buildings in London.	Where is Europe located? Europe is a continent located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere. It is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and Asia to the east. What countries make up Europe? Austria, Belgium, France, Germany, Italy, Finland, Netherlands, Greece, Denmark, Spain, Portugal. What are the positions of European countries (Include France, Spain and Italy)? Europe is divided into four regions: Northern, Southern, Western, and Eastern. Northern Europe: Denmark, Estonia, Finland, Iceland, Ireland, Latvia, Lithuania, Norway, Sweden, and the United Kingdom Southern Europe: Albania, Andorra, Bosnia and Herzegovina, Croatia, Greece, Italy, and Malta Eastern Europe: Belarus, Bulgaria, Czechia, Hungary, Republic of Moldova, Poland, Romania, Slovakia, and Ukraine	What are our continents and where are they on a map? There are 7 continents (Antarctica, Africa, Asia, Europe, North America, Oceania and South America) Where are the oceans of the world? That the world is made up of 5 oceans (Atlantic, Arctic, Indian, Pacific and Southern) What makes up our continents (countries grouped into continents)? The world is made up of many countries and that these can be grouped into continents The large amounts of water between each continent is called an ocean. Some of the continents are joined by land and others are separated by oceans. Continents make up most—but not all—of Earth's land surface. A very small portion of the total land area is made up of islands that are not considered physical parts of continents.

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The buildings are high than buildings in the rural communities. Why is London one of the most visited cities in the world? London has many attractions, including world-famous museums and galleries, such as the British Museum, the Natural History Museum, and the Tate Modern. London offers many forms of public transportation, including the Tube, double-decker red buses, and taxis. Vocabulary: United Kingdom, urban, city, tourists, tourism, destination, English heritage, world heritage, human features, physical features.	What seas are located around Europe and why are they important? Atlantic and Arctic Oceans, the Baltic, the North Sea, the Mediterranean, and the Black Sea. They provided jobs to coastal communities and nutritious food across Europe. How is the climate different to our own? Malta having a Mediterranean climate and the UK having a maritime climate Malta is hotter than the UK. Iceland and the United Kingdom have different climates, with Iceland having a temperate oceanic climate and the UK having a humid temperate oceanic climate. How are coasts formed? Coasts are formed by a combination of erosion, transportation, and deposition processes. Waves, tides, and currents help create coastlines. What are key coastal human and physical features? How are they different from where we live? Vocabulary: Continents, countries, boundaries, coasts, erosion, deposition, North, South, East, West, bordering, neighbouring	Are all continents the same? No, not all continents are the same. Continental Features & Climate- The surface of the continents has changed many times because of mountain building, weathering, erosion, and build-up of sediment. Continuous, slow movement of tectonic plates also changes surface features. How does the climate change dependent on the location of the continents? The climate can be different due to a continent's location on Earth, such as near the equator or in the polar regions. What is an Equator and what is the weather like in the countries near it? The equator is an invisible line that runs around the centre of the Earth. The equator passes through Ecuador, which is in south America, all countries that the equator passes through have a tropical climate. This is because the equator is in the tropics. The tropical climate is characterised by high temperatures and high humidity. Ecuador is a country with a
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		diverse climate. The coastal regions have a tropical climate, while the highlands have a temperate climate. The Amazon rainforest region has a tropical climate. Vocabulary: Antarctica, Africa, Asia, Europe, North America, Oceania and South America) Continents, oceans, North, South, Equator, East, West, tropics, humid, rainy, atlas,
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By the end of Key Stage 1 pupils at Littlebourne will have a secure, place-based foundation in geography: they can name and locate the UK

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and a small set of contrasting places, describe key human and physical features of familiar and studied locations (including Littlebourne, London and Kenya), use basic mapping and positional language, carry out simple fieldwork in the school/locality and begin to ask and answer simple geographical questions about people, places and environments.

Below are the end points organised as: (A) substantive knowledge — what they should know and remember, (B) disciplinary knowledge — the skills and ways of thinking they should be able to do.

A. Substantive knowledge (what pupils will know and remember)

1. Locational knowledge

- a. Know the United Kingdom is made up of four countries and be able to name the capitals (London, Edinburgh, Cardiff, Belfast).
- b. Name and locate the seven continents and five oceans at a simple level (recognise and point to them on a globe/atlas).
- c. Locate Littlebourne and Canterbury on a map and be able to describe how Littlebourne differs from a city (e.g. London/Canterbury) — town/village/city vocabulary.

2. Human and physical features

- a. Use basic physical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, weather, season.
- b. Use basic human vocabulary: city, town, village, shop, church, farm, house, office, harbour, transport.
- c. Describe obvious differences between places studied (e.g. Kenya, India/India reference in Reception, London) in terms of climate, buildings, transport, environment and jobs.

3. Place knowledge and comparison

- a. Describe Littlebourne's immediate environment (school, street, local landmarks) and make simple comparisons with at least one contrasting location (e.g. Kenya, India, Canterbury or London): clothing, homes, food, climate and animals.

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4. Early physical processes and environments

- a. Understand simple features of habitats and ecosystems introduced in EY/KS1 (e.g. rainforest and polar habitats) and recognise that different places have different weather and living things.

B. Disciplinary knowledge (skills and ways of thinking)

1. Mapping and spatial awareness

- a. Use a globe, atlas and simple maps to find places; use directional language (north, south, east, west) and positional vocabulary (near/far, left/right).
- b. Use simple map skills: recognise map symbols, zooming in/out on digital maps (Google Maps), and begin to relate aerial photos to places on the ground.

2. Fieldwork and enquiry

- a. Observe and describe the local area (school walk, aerial photos) and record simple findings (tally, basic labels, drawings).
- b. Ask simple geographical questions (What is this place like? How is it different to Littlebourne?) and answer them using observations or information gathered.

3. Data and presentation

- a. Record and present simple geographical data from fieldwork in basic charts or pictograms (e.g. number of shops, types of houses, weather tally).

4. Comparative reasoning and vocabulary use

- a. Use taught vocabulary correctly in spoken and short written responses; make simple comparisons between places giving one or two reasons (e.g. "Kenya is hotter than Littlebourne because it is near the equator").

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Year 4/5 - Cycle A

Is the Earth alive?	Would you live on a mountain?	Where can we settle?
What is a volcano and how is it formed? I know that a volcano is a mountain or hill, typically conical, which has a crater or vent. I know that a volcano is formed from an opening in the earth's crust, when hot molten rock escapes from the opening and that this is called a vent. I know that after an eruption, lava cools and solidifies, which over time builds layers of the volcano. How can we identify the different types of volcanoes? I know the difference between composite and shield volcanoes by looking at their; shape, lava flow, size and by how steep it is. How and why do earthquakes occur? I know that the Earth's surface is made up of a number of plates that are almost always moving. I know that most earthquakes happen when these plates meet. I know that earthquakes can occur because:	How are mountains formed? I know that a mountain is an area of land much higher than the land surrounding them. I know that mountains can be formed in different ways. I know that mountains can be formed by tectonic plates pushing together and forcing the ground up where they meet. I know that mountains can be formed by subduction; where two tectonic plates meet, and one dives under the other. What makes a mountain a mountain? I know that mountains are higher and usually steeper than hills. I know that mountains are generally over 600 metres high and are often found in a mountain range. Do we have any mountain ranges within the UK?	What did early settlers need? I know that a settlement is where people live and sometimes work. I know that early settlers must have basic needs in order to survive (link to science): • Water - reliable water source • Fertile land - land flat and fertile enough to grow crops • Shelter - land protected from the weather and enemies • Food - reliable food supplies Where would you settle? I know there are different types of settlements; hamlets, villages, towns and cities. I know that I can tell the difference between settlements based on how many people live there. I know that when people decided to settle, they need to consider: • Accessibility to resources - basic needs • Landforms - location of rivers and mountains for resources and protection

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Plates slide past each other - causing friction. Plates move towards each other - causing a build-up of pressure. How does the location of Japan make it vulnerable to natural disasters? I know that Japan is located on four tectonic plates that are constantly moving. I know that Japan is located in the Ring of Fire. I know that Japan experiences extreme climate conditions such as; seasonal rain, typhoons and heavy snowfall. How do you build an earthquake proof building? I know that typical buildings where I live would not survive an earthquake. I know that we need a variety of engineering techniques to earthquake-proof buildings. I can look at and recognise how Japan's skyscrapers have been designed and modified to survive earthquakes by means such as: • Flexible foundations • Damping • Steel frames that sway • Lightweight roofs Vocabulary: Conical, vent, crater, lava, vent, crust, magma chamber, layers of cooled rock, molten rock	I know that we have some mountain ranges in the UK and that they are smaller than other ranges due to the locations of tectonic plates. I can locate the well-known ranges: • The Scottish Highlands - Scotland • The Pennines - England • Snowdonia - Wales • The Lake District - England • Exmoor - England What is the climate on a mountain? I know that the temperature decreases as altitude increases because the air becomes thinner, and heat can't be absorbed and retained so well. I know that precipitation and snow increase with higher elevations. I know that a mountain may have microclimates, whereby the base could be warmed and full of vegetation, but that nearer the summit, you may find glacial ice. Does tourism affect mountain ranges and their stability?	• Transportation - how they will access their settlements • Work and education. What is in a name? I know that names indicate the age of a place I know that names provide clues as to who settled in a place I know that some settlements were built by invaders; Romans, Anglo-Saxons and Vikings I know that I can look for patterns in historical settlements by using maps How is land used in settlements? I know that land can be used for agriculture, housing, industry, business, leisure and retail. I know that we can recognise land use by studying maps by looking at distribution of buildings and patterns. What is an ideal place to settle in? I know that when finding an ideal place to settle I must look for essentials; food, shelter, water, fuel and defences. I know that when finding an ideal place to settle I may also consider my desires for today such as; materials, farmland, transport links, power and healthcare.
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tectonic plates, Earth crust, Earthquakes a Richter scale, Fault line, composite, volcano, cinder cone, shield volcanoes, forge, magma, molten

I know that mountain landscapes can be fragile and are susceptible to degradation.

I know that tourism often involves developing tracks, paths and sports slopes by use of vehicles.

I know that poor planning of tourism can lead to soil erosion, altering of landscapes and pollution.

https://www.oneplanetnetwork.org/sites/default/files/tourism_and_mountains_a_practical_guide_to_managing_the_social_and_environmental_impacts_of_mountain_tours.pdf

Vocabulary: Tectonic plates, mountains, ranges, hill, height, vegetation, elevation, altitude, erosion, degradation

I can use my knowledge of settlements to design my own settlement which includes a key and the basic needs in order to survive.

Vocabulary: industrial, settlement, settlers, hamlets, cities, villages, towns, agriculture, accessibility, landforms, resources, fertile land, basic needs.

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Year 4/5 - Cycle B

How does what we buy shape the world?	Does water work with us or against us?	What do we know about Eastern Europe?
What is Fair Trade? I know that Trade is the buying and selling of goods and services. I know that trade involves the exchange of goods or services in return for other goods, services or money. I know that Fair Trade is a way of helping farmers and workers in poorer countries to get a fair price for the produce or services they provide. I know that Fair Trade is important because some farmers don't get enough money for their work. Without fair pay they may struggle to meet their basic needs (such as buying food for their families). I know that fair trade makes sure workers are paid fairly, have safe conditions and support their environment and community. I know that I can spot fair trade products by looking for the logo and that by purchasing these we can help people live better lives. What does the UK export and why? I know that to export means to send produce or goods to other countries to sell them.	How does the water cycle work and do we need it? I know that the water cycle shows the continuous movement of water from the Earth to the atmosphere. I know that all water is part of the water cycle. I know that the water cycle has four main parts; evaporation, condensation and precipitation and run off (collection). I know that the water cycle is essential for life on Earth. We need it for our water supply, food production, eco-systems and weather regulation. What are clouds and how are they formed? What would happen without clouds? I know that clouds are formed when the air cools down. This changes water vapor into drops of liquid water or even tiny crystals. This process is called condensation. These water droplets form tiny particles, so they don't fall to the ground. They catch the light in the sky which allows us to see them. The water droplets gather and make clouds. I know that we need clouds to provide us fresh water.	What are the continents and countries in eastern Europe? I know that the term 'Eastern Europe' refers to the eastern region of Europe. I know that Russia spans Eastern Europe and North Asia. I know that Eastern Europe is not a continent but a region within the continent of Europe. I know that the countries of Eastern Europe are: • Russia • Poland • Ukraine • Romania • Czech Republic • Hungary • Belarus • Bulgaria • Slovakia • Moldova How does the landscapes in Eastern Europe vary? I know that the landscapes in Eastern Europe vary greatly.

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I know the UK exports lots of different things like cars, medicine, food and drink, machinery and tools and TV shows and books.

I know that the UK exports goods to make money, share what they are good at producing and to help other countries.

I know that exporting is a part of trade where we sell items to other countries that they need, and we then import back things that we need as a country.

I know that the UK exports good all over the world - like the USA, Germany, China and France.

Can I locate the source of a product?

I know that I can locate which country a product was made or grown in by:

- Looking at the label - many packages say, 'made in' or 'product of'.
- Checking for a logo - if it's fairtrade, it may say which country the ingredients came from.
- Researching the raw ingredients to see where these products originate from and use a globe or atlas to look them up.

I know that it is important to know where products come from as this can support our geography of the world, understanding of how

I know that if we didn't have clouds, there would be:

- A loss of fresh water
- Climate change - the Earth's temperature would increase

What is rain and how is it formed? What would happen if we didn't have rain?

I know that water droplets gather to form clouds but when the water droplets get bigger and heavier, they air can't hold them up any longer. This is when the water droplets fall to the ground as rain.

I know that rain is important to maintain the water cycle, providing fresh water for agriculture and many cultures.

I know that if there was no rain the following would happen:

- Drought - a water shortage
- Dry ground - plants would not be able to grow
- Water rationing - companies would have to ration water as the rivers and lakes would all be shrinking

How did the Boscastle flood of 2004 change what we know about flooding?

I know that the landscapes include; plains, mountains, rivers and coastlines.

I know that latitude can influence the landscape of an area.

How does the climate in Eastern Europe differ from one country to another?

I know that the climate of Eastern Europe varies by country to region.

What happened in Chernobyl?

I know that on April 26th 1986, a nuclear disaster happened at Chernobyl nuclear power plant - a disaster which poisoned the environment around it, making it uninhabitable.

Vocabulary: landmass, north, south, east, west, latitude, climate, mountains, rivers, lakes, nuclear, disaster.

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trade connects countries and it's interesting to see how our everyday items reach our homes.

Does the physical or human geography of a country determine what it can produce and export?

I know that the geography of a country helps decide what it can produce and export.

I know that the climate, soil, and physical geography (mountains, rivers or forests) will affect what can be grown. For example, A hot country with good soil might grow **bananas** or **coffee**.

A country with lots of rivers and fish might export **seafood**.

I know that human geography can affect exports. For certain items you need technology, factories, transport and skilled workers to manufacture products. For example, the UK is good at designing and making cars and medicine because it is a country with lots of skilled workers and well-built and resourced factories. I know the physical geography helps decide what natural things a country can grow or find, and human geography helps decide what products people can then make and export.

I know that the Boscastle flood was a devastating flood in Cornwall.

I know that the Boscastle flood was a flash flood event where a month's rainfall fell in two hours and two rivers burst their banks.

I know that the flood destroyed houses, businesses, gardens and wildlife.

I know that the Environment Agency is responsible for warning people about floods and reducing the likelihood of future floods.

I know that, because of this flood, money was invested into the following:

- Flood warning systems - sensors to monitor water levels.
- £4.5 million scheme to improve drainage systems
- Improved flood warning system from the Environment Agency which forecasts weather and predicts rainfall.

What benefits does water bring to our towns and villages?

I know that we need water to stay physically healthy and prevent diseases through sanitation.

I know that clean water is crucial to healthy ecosystems.

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What is the significance of the supply chain in the process of global trade?

I know that a supply chain is the journey a product takes from where it starts to when it gets to you.

I know a supply chain includes all the people, places and steps needed to make, move and sell goods.

I know that the supply chain is important in global trade because countries make sure that products are made properly (like picking cotton or growing cocoa beans), processed (turning cocoa beans into chocolate or cotton into clothes), transported (by ship, plane or truck to different countries) and sold (so people can buy them).

The supply chain is important because it helps products reach people all over the world, shows how countries work together to make goods, helps us to see how many people are involved in the things we use every day and helps us understand if workers are being treated fairly.

An example of a supply chain is:

Cocoa beans grown in Ghana, beans are sent to a factory in Germany, chocolate is packaged and sent to the UK and we (consumers) can then purchase it.

I know that water can provide space for recreation such as swimming pools and water parks.

I know that water is essential for local businesses and industries.

I know that water is needed for food and farming.

I know that water is needed for firefighting.

Vocabulary: Freezing, evaporation, condensation, gas, puddles, precipitation, ground water, flooding, deforestation, river, channel,

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Does buying fair trade products have a positive impact on communities in other countries?

I know that buying fair trade products does have a positive impact upon people and their communities in other countries.

I know that it helps by:

- Ensuring farmers and workers get a fair price for their work and products so they can afford food, clothes and school for their children
- Ensures people work in safe places
- Part of the money goes into the whole community to build schools, improve healthcare, get clean water and fix roads.
- Protecting the environment - it encourages eco-friendly farming so that land and animals stay healthy too.

I know that fair trade means that I'm not just buying food but helping real people live better and even save lives.

Vocabulary: industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/ import

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Year 6

Has the change to Brazil been positive?	How do the UK and Scandinavia differ?	Does it matter how we live?
Where is Brazil and what is the climate like? Brazil is in South America; it straddles the equator, so it is in both the northern and southern hemispheres. The climate is tropical, this is due to its location to the equator. What are the human and physical features of Brazil? Human features are man-made, and physical features are natural features. Some physical features would include the Amazon River (largest river by volume), the Amazon Rainforest (the largest rainforest on Earth, also known as the lungs of the Earth) and Pantanal Wetlands. Some human features include the new capital city Brasilia, which originated in 1960 and a famous monument Christ the Redeemer. What are Brazil's ecosystems? An ecosystem is a group of living things that live in a specific environment or habitat. Brazil can be divided into six main ecosystems these	Where is Scandinavia and which countries is it made up of? Scandinavia is a region in northern Europe which is made up of three countries: Norway, Sweden and Denmark. Some people think Finland and Iceland are part of Scandinavia because they are similar countries geographically and culturally, but this is not correct. They are all Nordic countries but only Sweden, Norway and Denmark form Scandinavia. What is the climate like? The most northerly parts of Sweden and Norway have a tundra climate. The tundra climate is one of the harshest in the world. These regions are very cold and dry and there is a permanent layer of frozen subsoil called permafrost. The tundra is also treeless as there is not enough sunlight during much of the year for trees to grow. Northern parts of Sweden and Norway have a subarctic climate. This means that they have very long, cold	What is sustainability and how can we live more sustainably? Humans, we have four basic needs that need to be met in order for us to survive: shelter, warmth, food/drink, breathable air. To be sustainable we are allowing future generations to have their needs met. Sustainability is a way of using resources that could continue forever. A sustainable activity is able to be sustained without running out of resources or causing harm. Natural resources can be renewable like water and wood or non-renewable like the fossil fuels, coal, oil, and natural gas. Non-renewable resources are finite and will eventually run out. If we run out of the resources that we need or use them up too quickly, then we will experience shortages of essential resources for food, water, and energy. If we use these natural resources sustainably today, then they will still be available in the future. To be more sustainable we must limit the use of synthetic materials because they take a long time to break down and instead use renewable or

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include: tropical rainforest, Pantanal Wetlands, The Pampas, The Caatinga, The Cerrado and the Atlantic Forest. Each ecosystem has its own distinctive weather, habitat and wildlife.

What is the urbanisation of Brazil and why do people choose to move to urban areas?

An urban area refers to a developed town or city, which typically has a large population and a high density of houses, buildings and roads. In recent years, increasing numbers of people in rural areas of Brazil have begun to move to urban areas. This is called urbanisation. There are many different reasons why people may wish to move from one area to another these are known as push and pull factors. People may want to move because they are concerned about their children's education, employment and amenities.

What is it like to live in Rio De Janeiro?

The city of Rio de Janeiro is on the coast of the south-east region of Brazil. It has experienced a huge population rise over the last few years due to urbanisation, this has led it to become extremely overcrowded. Due to the city's location (highlands to the north and

winters and short, cool summers. The rest of Scandinavia has less harsh conditions and a climate similar to other European countries although winters are often colder.

What are Scandinavia's physical features?

Norway has several distinctive physical features, one of the most dramatic being glaciers. A glacier is formed over a long period of time when snow is compacted into sheets of ice. Because the compressed ice becomes so dense and heavy, glaciers spread and move like a slow river. Another physical feature typical to Norway are fjords. A fjord is a body of water that is formed when a glacier retreats and carves a U-shaped valley into the landscape. This happens over millions of years. Fjords are usually surrounded by steep mountain sides and are long, narrow and deep. Norway is a very mountainous country. The Scandinavian Mountains run along the length of the country and extend into Sweden. All the tall mountains and waterways produce another physical feature that is a familiar sight in Norway - waterfalls. Waterfalls are cascades of water that fall from a height. This happens when a river or stream falls over a precipice or steep incline. Denmark has a very different

recyclable resources. Reduce waste, reuse and recycle.

What is a carbon footprint and what happens when fuels are burned?

Carbon is a naturally occurring substance that can be found in all living things, as well as the Earth's atmosphere. Some of this carbon is stored for long periods of time in one place. When plants and animals die, their remains go into the soil. Over millions of years, some of the remains of ancient plants and animals have turned into coal, oil, and natural gas. These are known as fossil fuels, and they are full of carbon. During a process to make food, called photosynthesis, plants absorb carbon dioxide, or CO₂, to make energy. A fuel is a substance that can be burned to release energy. Fuels are used to generate electricity and power cars. Combustion is the scientific name for burning, when fuels are burned, they produce products, some of these products may be pollutants like carbon dioxide. Carbon dioxide traps heat keeping the Earth warm- without it the Earth would be too cold to sustain life; too much of it is causing global temperatures to rise.

How can I use energy wisely?

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west and sea to the south and east) the city cannot expand.

Who are indigenous people and what threats do they face?

There are around 400 different tribes. Approximately 77 tribes live in isolation, with no contact with the outside world, these are known as indigenous people. Some tribes are made up of thousands of people and others have only a few surviving members. Many tribes are under threat from deforestation due to logging or ranching. Infectious diseases are also very dangerous for them.

Vocabulary: Urbanisation, Bordering countries, Indigenous, Poverty, Poverty line, Ecosystems, biomes, amenities, tropical, temperate, polar, continent, country, city.

physical landscape to Norway. Denmark is a low-lying country and has no tall mountains or hills. The highest point in Denmark is only 171 metres above sea level. Denmark has many rivers and fjords but because much of the land is very low, there is often a risk of flooding.

What are Scandinavia's human features?

Human geography explores people and how they affect the environment they are living in. Swedish, Danish and Norwegian are the language spoken. Sweden, Denmark and Norway all use their own version of the 'krona'. These are Swedish krona (SEK), Danish krone (DKK) and Norwegian krone (NOK). Each Scandinavian royal family has its unique history, traditions, and contributions to their countries: Denmark has a queen, and Sweden and Norway have a king. The capital cities are Stockholm, Sweden Population 1,515,017. Copenhagen, Denmark Population 1,295,686. Oslo, Norway Population 942,084. The main exports are machinery, vehicles, mineral fuels and pharmaceuticals. A Scandinavian diet consists of mainly plant-based, seasonal foods with a healthy dose of fish and seafood and a limit on processed foods.

Since the days of the Industrial Revolution, people have relied on energy to give them the power to do things. Humans use energy to power vehicles to transport them around the world. From cars to aeroplanes and trains, these all need energy to power them. We use it for heating and cooking and manufacturing. Historically, countries have relied on fossil fuels to generate energy. In 2022, fossil fuels accounted for 80% of global energy. The other 20% comes from renewable sources, for example, wind, waves, hydroelectricity, nuclear power, biomass such as wood and charcoal. Our use of fossil fuels has had a huge impact on the environment.

Task: conduct some field work to investigate electricity use around your school and suggest some ways to reduce our energy use.

How does food effect your carbon footprint?

The further food has to travel to our plates the more CO₂ will be produced by vehicles burning fossil fuels; buying too much food, letting food go out of date before it is used or throwing food away because customers, shopkeepers, or family members don't like it wastes the energy used to produce and

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How do the UK and Scandanavia differ? Lesson 1: Provide children with one of the UK Location Cards and one of the Scandinavian Location Cards. Children to use a variety of sources of information to compare and contrast the two locations based on 1. type of settlement: village, town or city? Population? Location? 2. Physical geography: rivers, mountains, hills, lakes, forests, climate. 3. Human geography: Buildings, transport, language, culture, religion, government, currency. Lesson 2: Children to work as a group to explore create an A3 information page including text, maps, images, graphs, etc. Comparing Canterbury (69k) and either Fredrikstad (89k) or Sarsborg (59k). Split the class into groups and give each group one of the Challenge Cards. Each Challenge Card asks children to explore a different geographical area, e.g. rivers, climate, buildings, culture, etc. Once all children have finished their information page, they can be bound together to create a class information book. Vocabulary: population, borders, climate, island(s), region, continent, country, city,	transport it; foods like beef, lamb and dairy contribute greatly to increasing CO2 emissions due to land use change in deforestation. What is biodiversity and why is it being lost? Biodiversity is the variety of all living things on Earth and how they fit together in the web of life. Biodiversity and well-functioning ecosystems are critical for human existence. Biodiversity plays an important role in sustaining water and soil quality. It also helps to regulate the Earth's climate. Trees, bushes and wetlands play an important role in helping to protect us from flooding by slowing down water and helping soil to absorb rainfall. Plants and trees also clean the air we breathe and can help us tackle the global challenge of climate change by absorbing carbon dioxide. Biodiversity provides food, energy, shelter and medicines. Globally, the average population size of mammals, fish, birds, reptiles, and amphibians has declined by 69% between 1970 and 2018. Between 1970 and 2023, the UK has lost almost 1/5 of its biodiversity. The biggest cause of biodiversity loss is how people use the land and sea. One third of all land is now used for agriculture and this is the leading course of deforestation. This makes it harder for animals
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topographical map, marine west coast, humid continental, subarctic, tundra, Arctic Circle, latitude, permafrost, glaciers, infrastructure, lifestyle and culture.

to move, feed and mate freely. It also affects ecosystem processes that rely on the movement of species like nutrient cycling and seed dispersal. The next human impact on biodiversity is through direct exploitation such as hunting and overfishing. The climate crisis is having serious impacts on biodiversity, increasing global temperatures, melting sea ice and extreme weather can all disrupt the lifecycle of animals and plants as well as their behaviour such as annual bird migration.

How can cities become more sustainable?

Cities can become more sustainable in their use of energy, transport, waste disposal, food, and green spaces. If we reduce the amount of energy wasted through insulation and efficient systems like motion-activated lights in buildings, it will be more sustainable. We can also obtain energy from cleaner sources, for example, renewable energy like photovoltaic panels, wind turbines, and geothermal and hydro power. If we reduce greenhouse gases produced by the burning of fossil fuel for transport by reducing private car use by introducing city emission zones, which also improve air quality, and make parking more expensive or reducing spaces, we can become

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more sustainable. We can also develop affordable electric public transport and encourage the use of electric vehicles by providing lots of charging points and also encourage walking and cycling through more and safer routes. Encourage biodiversity and reduce the city's carbon footprint through rewilding.

Vocabulary: deforestation, climate change, greenhouse gases, pollution, pollutants, fuel, fossil fuels, synthetic materials, crude oil, biodegradable, renewable, droughts, smog, heatwaves, coastal flooding, consumption, natural resources, global warming, energy, emissions, carbon footprint, conservation, rewilding, pollinator.

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By the end of Key Stage 2 pupils at Littlebourne will be confident, place-aware geographers. They will remember substantive knowledge about locations, physical and human processes and place-specific case studies; and they will apply disciplinary geography skills (mapping, fieldwork, data interpretation, comparison and explanation) to explain why places are the way they are and propose evidence-based responses to local and global issues (e.g. flooding, sustainability, fair trade). Knowledge will be rooted in the locality (Littlebourne/Canterbury) and deliberately connected to contrasting places studied in the scheme (Kenya, Brazil, Scandinavia, Eastern Europe, London, islands, mountain/volcano/coast contexts).

A. Substantive knowledge (what pupils will know and remember)

1. Locational knowledge and place

- a. Accurately locate on a map/globe: the UK (and its constituent countries and capitals), Europe, South America (Brazil), Africa (Kenya), Scandinavia and the major continents and oceans.
- b. Know Littlebourne/Canterbury's position within the UK and use this to compare local, national and international places studied.

2. Physical geography

- a. Understand the water cycle and how it links to river systems, flooding and local drainage.
- b. Know river features and processes (source, course, meander, mouth, erosion, deposition) and coastal processes (erosion, deposition, coastal features).
- c. Know mountain and volcanic processes, earthquake causes and how tectonic movement shapes landscapes.
- d. Know climate zones, biomes and vegetation belts (tropical rainforest, temperate, tundra/polar), and how climate influences ecosystems and human activity.
- e. Understand biodiversity, human impacts (deforestation, pollution), and basic principles of sustainability and carbon footprint.

3. Human geography and economy

- a. Understand settlement types, patterns and land use (hamlet → city), urbanisation and its pressures (housing, services, transport).

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- b. Understand trade, supply chains and Fair Trade concepts; be able to trace a basic supply chain (e.g. cocoa → chocolate) and explain how physical and human geography influence what a place produces/exports.
- c. Know how human decisions (planning, tourism, energy choices) create positive and negative local/global consequences.

4. Place case studies (remembered detail)

- a. Local: Littlebourne — physical and human features, local land use, simple proposals to improve/warn against local risks (e.g. drainage).
- b. National/Regional: London/Canterbury — urban features, heritage and services.
- c. International contrasting places: Kenya (equatorial climate, livelihoods), Brazil (Amazon, ecosystems, urbanisation), Scandinavia (mountain/fjord landscapes, climate), Eastern Europe (diverse landscapes and historic events e.g. Chernobyl as human-environment interaction).

B. Disciplinary knowledge (skills and ways of thinking)

1. Maps and spatial skills

- a. Confidently use atlases, OS-style maps, grid references, latitude/longitude, scale and digital mapping (Google Maps) to locate, compare and explain places at different scales.
- b. Interpret aerial photographs and topographical information to identify features and make inferences.

2. Fieldwork and enquiry

- a. Design and carry out field enquiries in the school/locality: formulate a question, collect quantitative (measurements) and qualitative (observations, photos, interviews) data, use appropriate sampling (quadrant, transect) and reflect on limitations.
- b. Present fieldwork in annotated maps, graphs and a written conclusion linking evidence to explanations/recommendations.

3. Data handling and reasoning

- a. Present geographical data accurately (bar charts, line graphs, scatter where appropriate, annotated maps) and use it to identify patterns and trends.

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b. Use evidence to explain cause and consequence (e.g. land use → biodiversity loss; heavy rainfall + poor drainage → local flooding).

4. Comparative and systems thinking

- a. Make sustained comparisons between places (local ↔ regional ↔ global), using evidence to explain similarities/differences in terms of location, climate, resources and human choices.
- b. Apply systems thinking to physical (water cycle, ecosystems) and human (supply chains, urban systems) processes; propose realistic mitigation or management strategies.

5. Communication and vocabulary

- a. Use precise subject vocabulary correctly in spoken and written work and structure clear, evidence-based geographical explanations and recommendations.