

Programme of Study for Geography and Environmental Studies

We base our programme of study on the National Curriculum for Geography.

Purpose of study

The teaching of geography at Gresham Village School and Nursery is important in opening a window on the world to children who live in a relatively isolated and undiverse part of the country. Therefore, our programme of study for geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The programme of study for geography is closely linked to our programme of study for Environmental Science.

Aims

Our geography curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- understand aspects of the positive and negative impact that people have on the environment
- are competent in the geographical skills specified in the skills matrix below

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study.

Curriculum Map for Geography

	Year 1	Year 2	Year 3	Year 4	Upper Key Stage 2
Physical				Rivers	Coasts The Peak District
Human			Living in the Amazon Rainforest Cities	Living in extreme climates	Transport Rich and poor in Johannesburg
Environmental	Rubbish! What is the weather?	Climates around the World Endangered	Where does our electricity come from?	What is climate change?	What is the impact of deforestation on the world? Renewable energy
Local	Then and now			Rivers	Coasts Renewable energy
National			Where does our electricity come from?	Rivers	Coasts Transport The Peak District
International	This is Me!	Marhaba Morocco	Living in the Amazon Rainforest Cities	Living in extreme climates	Rich and poor in South Africa

Progression in geographical skills and understanding

Aspect of learning	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Fieldwork and enquiry skills	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>With support (Y1) With growing independence (Y2)</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of places.</p>	<p>With support:</p> <p>Use fieldwork to observe, measure and record the human and physical features in a local area.</p> <p>From fieldwork and research, present findings using a range of methods, including:</p> <ul style="list-style-type: none"> • sketch maps and plans • graphs • digital technologies 	<p>With growing independence:</p> <p>Use fieldwork to observe, measure and record the human and physical features in a local area.</p> <p>From fieldwork and research, present findings using a range of methods, including:</p> <ul style="list-style-type: none"> • sketch maps and plans • graphs • digital technologies
Map skills		<p>With support (Y1) With growing independence (Y2)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic map symbols in a key.</p>	<p>Understand and use the eight points of a compass.</p> <p>Develop an awareness of aerial perspective on maps and aerial photographs.</p> <p>Understand and use common map features and conventions: symbols, scale, key, 4-figure grid references.</p> <p>Make simple small-scale maps that incorporate grid, scale, symbols and a simple key.</p> <p>Record a route or journey on a simple map.</p>	<p>Use compass bearings to align an OS map and use a key and scale in order to locate local features</p> <p>Use a map to plot and follow routes and directions in the locality and wider environment.</p> <p>Construct accurate and scaled maps and models of natural and human features.</p> <p>Compare maps of different scales, globes, aerial photographs and satellite photographs.</p> <p>Plot routes, generate maps and use the features of a web mapping service eg Google Maps, Ordnance Survey.</p>

Year 7 destinations

Our children transfer to three high schools, all with different content in Year 7 geography. We are confident that the geography that our children learn at Gresham Village will equip them for whichever high school they transfer to. We take particular care to ensure that they are able to read and understand Ordnance Survey maps, as this is a common thread across year 7.

Sheringham High School	Cromer Academy	Aylsham High School
<p>In Year 7 Geography is all about making sure our students have a sound understanding of some basic geographical concepts and skills. This means being able to interpret and using Ordnance Survey maps, knowing some basic Geography of the British Isles, learning how to use an atlas and beginning to explore some of the weird Geography located in some of the far flung places in the World. Year 7 is also when students get their first taste of Plate Tectonics. Learning how the Earth's plates are fundamental in the pattern of earthquakes and volcanic activity is a major building block to understanding how the Earth works.</p>	<p>Agriculture Maps as graphical representations, map projections, what the world is made up of, map skills, countries of the British Isles, types of farming, physical and human factors that influence farming, agricultural changes over time, global farming, how agriculture changes the landscape.</p> <p>Population & Settlement Population numbers and density for the UK, the census, global distribution of population, causes of population change, types and causes of migration, population growth and resource consumption, factors for site, shape, situation, growth and nature of individual settlements, settlement hierarchy, patterns and changes in urban land use, management of urban population and development.</p> <p>Weather & Climate The difference between weather and climate, the water cycle, types of rainfall, weather systems, the factors affecting climatic variation across the UK, the distribution and factors influencing climate zones.</p>	<p>Ecosystems: Tropical Rainforest</p> <p>Ecosystems: Hot and cold environments</p> <p>Map skills, including OS mapping</p> <p>Weather</p> <p>Climate Change</p>

Programme of Study for Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- a. name and locate the world's seven continents and five oceans
- b. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge and environmental change

- a. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- b. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- c. recognise changes in the environment
- d. recognise how the environment may be improved and sustained

Use basic geographical vocabulary to refer to:

- a. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- b. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork (see Progression Framework above)

- a. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- b. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- c. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- d. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

In Key Stage 1, geography is taught as part of cross-curricular themes; the content and sequence is detailed in the **Key Stage 1 Curriculum Overview**. The geographical elements of these units are set out below.

Year 1

Autumn Term

From the Y1 theme: This is me.

The children learn about healthy food, make careful observational sketches of different fruit and vegetables and use the knowledge to design and make their own fruit salad. They find out about where the ingredients for their dishes come from using maps of the world, Europe and the United Kingdom and design and make their own vegetable soup, which they sell at our school Harvest Festival.

Subject knowledge, skills and concepts	Prior and future learning
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name and locate the four countries and capital cities of the United Kingdom and its surrounding seas <p>Skills:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Vocabulary to teach: world, atlas, globe, map, factory, farm, Europe, North America, South America, Asia, Australia, Africa, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast</p>	<p>EYFS: Homes around the World. Toys around the World. British values. Pollution.</p> <p>This leads on to locational knowledge in the Y1 units 'Then and Now' and 'What's the Weather'.</p>

Year 1 Spring Term

From the Y1 theme: Rubbish?

Summary of learning: In geography, the children carry out a survey of rubbish in the school and investigate what happens to it. They find out about land fill and recycling centres and follow the journey of rubbish from the classroom and our homes. They use what they have learned to consider how to dispose of rubbish at school and home.

Subject knowledge, skills and concepts	Prior and future learning
<ul style="list-style-type: none">recognise how the environment may be improved and sustained <p>Vocabulary to teach: Environment, rubbish, land fill, recycle, recycling centre</p>	<p>EYFS: Recycling.</p> <p>Learning in this unit leads on to the Y2 unit 'Climates around the world' and the environmental geography in KS2.</p>

From the Y1 theme: Rubbish?

Summary of learning: This theme focuses on the school environment and its surrounding area as a means of teaching the children about maps and about how places change over time. It culminates in a display of the children's research into the history of the school, including a re-enactment of the school in Victorian times. Starting with observation of the area and using aerial photographs, the children learn to make maps of the school and the area around the church. They discuss the similarities and differences between a village, town and city.

Subject knowledge, skills and concepts	Prior and future learning
<p>Knowledge and understanding:</p> <ul style="list-style-type: none">name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasunderstand geographical similarities and differences <p>Skills and concepts:</p>	<p>EYFS: Toys around the World. Homes around the World.</p> <p>Locational knowledge in the Y1 unit 'This is Me' is returned to in this unit. The learning about</p>

<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map. • Use and construct basic map symbols in a key <p>Vocabulary to teach: Compass, North, South, East, West, map, aerial photograph, symbols, key.</p>	<p>maps and mapping is new content, although the children will draw on learning done in EYFS on the concept of a map or plan.</p> <p>This learning leads to map work in the Y2 unit 'Marhaba Morocco'.</p>
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Year 1 Summer Term

From the Y1 theme: What is the weather?

Summary of learning: In this unit the children learn about the seasons and how seasonal change affects the weather in the United Kingdom, comparing and contrasting the weather throughout the year. They learn how meteorologists measure different aspects of the weather and how they use this data to create weather forecasts. They will set up their own weather station to monitor the weather over a period of time and produce their own weather forecasts.

Subject knowledge, skills and concepts	Prior and future learning
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences <p>Vocabulary to teach: England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, weather</p>	<p>Locational knowledge studied in the Y1 units 'This is Me' and 'Then and Now' is returned to in this unit.</p> <p>This unit leads on to the Y2 unit 'Climates around the World'.</p>

Year 2

Autumn Term

From the Y2 theme: Marhaba Morocco

Summary of learning:

In this theme, the children go on a 'journey' to Marrakesh in Morocco. As part of this unit of work, the children visit a Moroccan café, the market and the mosque in Norwich. They learn about the main geographical features of Morocco and take a virtual walk through the streets of the city, investigating the homes and shops. They find out about the lives of children in Marrakesh and compare and contrast this with our part of Norfolk and the similarities and differences of a village, town and city.

Subject knowledge, skills and concepts	Prior and future learning
Locational knowledge <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Skills and concepts: <ul style="list-style-type: none">• Understand geographical similarities and differences Vocabulary to teach: England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, weather	Locational knowledge studied in the Y1 units 'This is Me' and 'Then and Now' is returned to in this unit. This unit leads on to the Y2 unit 'Climates around the World'.

Spring Term

From the Y2 theme: Climates around the world

In this theme, the children find out about areas of hot and cold around the world and the different areas, such as deserts and jungles that are associated with these climates. They compare and contrast the different ways in which people have adapted in areas of extreme hot and cold, focusing on houses. They use photos of houses from different climates to explore textures, shape and line to create a mixed media collage of a house.

The children are introduced to the concept of climate change and the impact that humans have on the climate through use of energy and consider what they could do to reduce the energy they use in their everyday lives.

Subject knowledge, skills and concepts	Prior and future learning
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • name and locate the world's continents and oceans • identify ... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the key human and physical features of places. • Understand geographical similarities and differences • Devise a simple map. • Use and construct basic map symbols in a key. <p>Vocabulary to teach: Globe, atlas, continents of the world, oceans of the world, climate, Arctic, Antarctic, rainforest, jungle, desert.</p>	<p>Builds on map skills and locational geography taught in Y2 unit 'Marhaba Morocco' and in Y1 unit 'Then and Now'.</p> <p>This learning leads to the geographical learning in the Y2 unit 'Endangered'.</p>

Summer Term

From the Y2 theme: Endangered

Summary of learning:

Using their knowledge of climates from the previous unit, the children study a variety of habitats linked to different climates, the animals and plants that live there. They consider how animals and plants have adapted to the habitats that they live in and research how some animals have become endangered. They find out about the work of zoos and other similar organisations, who try to protect endangered species. They visit Banham Zoo and do their own fundraising for the Worldwide Fund for Nature or to sponsor their own animal. The children locate the different parts of the world in which the animals they have studied inhabit.

Subject knowledge, skills and concepts	Prior and future learning
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<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • name and locate the world's continents and oceans • identify ... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Learn about how animals depend on their habitats and what happens to animals when their habitats are destroyed. • Consider the actions people might take to increase the numbers of animals in the world <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Devise a simple map. • Use and construct basic map symbols in a key. <p>Vocabulary to teach: Continents of the world, oceans of the world, Equator, atlas, climate zones, desert, jungle, Arctic, Antarctic.</p>	<p>Previous Y2 units on 'Marhaba Morocco' and 'Climates around the World' focussed on world locational geography and devising simple maps.</p> <p>This learning leads to the year 3 unit on 'Living in the Amazon Rainforest' and the subsequent units on climates and climate change, including the Year 5/6 unit on deforestation.</p>
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Programme of study for Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

1. Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- c. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

2. Place knowledge

- a. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region outside Europe

3. Human and physical geography

- a. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- b. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- c. recognize how people can improve or damage the environment and how decisions about places and environments affect the future quality of people's lives
- d. recognize how and why people may seek to manage environments sustainably and to identify opportunities for their own involvement

4. Geographical skills and fieldwork

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- b. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- c. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Lower Key Stage 2 Study Units

Year 3 Autumn Term

Cities
<p>Summary of learning: This study unit links with 'Rich and Poor in Johannesburg' and the history unit on 'Norwich- a changing city'.</p> <p>The children will learn the locations of the main cities of the United Kingdom and the world using maps and an atlas. They will learn about capital cities and the difference between a village, town and city. They will consider why cities may have developed in the locations they are in, including the importance of rivers and access to the sea. They will investigate how we could travel to these regions from the United Kingdom.</p> <p>They will study the buildings and activities of people in a large non-European city such as Singapore, finding out about and contrasting the lives of rich and poor people in this city. They will also compare and contrast their own homes and lives with people living there.</p> <p>Vocabulary to be used and understood: City, town, village, settlement, capital city, transport, residential, industrial, commercial</p>

Year 3 Spring Term

Where does our electricity come from?
<p>Summary of learning: This study unit links to science units on electricity and to environmental science units 'What is climate change?' and 'What is renewable energy?'</p> <p>Children will conduct a survey into the different uses of electricity at school and in their homes. They will learn about the different ways in which our electricity is produced and the fuels that are used to produce it- coal, gas, nuclear, hydro-electric,</p>

solar and wind. They will learn the difference between renewable and non-renewable energy and consider why the country is producing more and more renewable energy. They will 'look inside' the nuclear power station at Sizewell C and compare this with the wind farm at Sheringham Shoal. They will find out about the National Grid and how this enables electricity to be transferred from power stations to our homes.

Vocabulary to be used and understood:

Renewable and non-renewable energy, power station, nuclear, hydro-electric, fossil fuels, solar power, wind farm, turbine, National Grid.

Year 3 Summer Term

Living in the Amazon Rainforest

Summary of learning:

This study unit links with the year 4 units 'Rivers' and 'Living in Extreme Climates' and the Environmental Science study unit on 'Deforestation'.

The children will learn about the climate and landscape of the Amazon Rainforest in Brazil, including some of the wild animals that live there. They will use an atlas to locate the Amazon River, Atlantic Ocean and Brazil in the world and to find out about the temperature and rainfall and compare this to the United Kingdom.

They will find out about the different people who live there, such as indigenous tribes and loggers, and how they cope with such a wet climate. They will study an indigenous tribe in more depth, finding out about their homes and society and the impact of the modern world on their way of life.

They will compare and contrast the lives of indigenous tribes with their own and the lives of other people they have studied.

Vocabulary to be used and understood:

Climate, rainforest, tribes, loggers, indigenous, river, society, land use.

Year 4 Autumn Term

Living in Extreme Climates
<p>Summary of learning: This study unit links to the year 3 unit on 'Living in the Amazon Rainforest' and the Upper KS2 unit on deforestation.</p> <p>Children will learn about the different climate zones of the world- polar, temperate, desert and tropical. They will learn about the Equator, Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles how these relate to different parts of the world. They will use an atlas to find these regions, features and to find out about rainfall and temperature.</p> <p>They will study life in an Arctic region, such as Iqaluit in Canada and a desert region, such as the Sahara, finding out about how people have adapted to life in extreme climates in terms of housing, clothing, food and transport. They will investigate how we could travel to these regions from the United Kingdom. They will compare and contrast living in these places and living in our own part of the world.</p> <p>Vocabulary to be used and understood: Climate, polar, temperate, tropical, desert, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>

Year 4 Spring Term

What is climate change?
<p>Summary of learning: This study unit links to 'Living in the Amazon Rainforest', 'Living in an extreme climate' and 'Coasts'.</p> <p>Children will learn about the meaning of climate change as a natural phenomenon. They will learn about climate change over time, eg the Ice Ages and about how the atmosphere around the world is currently heating up and some of the consequences of this on nature and humans in different parts of the world. They will learn about the impact of human activity on global warming and discuss some of the changes that we could make in our lives to reduce our 'carbon footprints'.</p>

Vocabulary to be used and understood:

Climate, Ice Age, atmosphere, polar, desert, flooding, global warming, climate change, carbon footprint, non-renewable and renewable energy.

Year 4 Summer Term**Rivers****Summary of learning:**

This study unit links with: Living in the 'Amazon Rainforest', 'Coasts' and 'The Peak District'.

The children will use an atlas and maps to locate and follow the main rivers of the United Kingdom and the world and the seas and oceans they flow into.

They will study the River Ganges (or a similar large river, but not the Amazon) to examine some of the main features of a river eg source, tributaries, estuaries, valleys and waterfalls and the processes of erosion and deposition. They will investigate the River Glaven and follow the river from source to sea, investigating its features and human activity on the river. They will compare and contrast the Glaven with the Ganges.

Vocabulary to be used and understood:

River, source, estuary, tributary, valley, waterfall, gorge, meander, erosion, deposition, land use.

Upper Key Stage 2 Study Units

Upper Key Stage 2 Autumn Term 2021

What is the impact of deforestation on the world?
<p>Summary of learning: This study unit links to 'Living in the Amazon Rainforest' and 'What is climate change?'.</p> <p>In this study unit, children will learn about the different climate zones of the world (See Living in Extreme Climates) and identify different areas of forestation. They will look at maps, film and photographs showing how human activity has caused large areas of forest to disappear and investigate the reasons for this eg clearing of land in Brazil and Indonesia for farming. They will consider how the landscape of the United Kingdom has also changed over centuries due to human activity. They will learn about the importance of forests for biodiversity and in the reduction of carbon dioxide and production of oxygen and how this affects climate change. They will consider ways that people in this country could assist with reducing deforestation in the world and plant their own trees around school or the local area.</p> <p>Vocabulary to be used and understood: Deforestation, climate zones, polar, temperate, tropical, desert, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, carbon dioxide, oxygen, climate change, farming, biodiversity</p>

Upper Key Stage 2 Spring Term 2022

Coasts
<p>Summary of learning: This study unit follows on from 'Rivers' and is linked to Environmental Science study units on 'Climate Change'.</p> <p>Children will compare and contrast the varied coast around the United Kingdom and learn the key features, such as cliffs (and the features associated with this, such as stacks, caves and arches), beaches, spits and estuaries and find out how some of these</p>

features are formed as a result of erosion or deposition. They will use atlases and maps of the UK to locate different coastlines eg Land's End in Cornwall and Lulworth Cove in Dorset and local 1:20000 OS maps to identify some of these features.

They will investigate and contrast the varied coast of Norfolk, visiting Overstrand and Blakeney. They will learn about cliff erosion and how this is managed and how sand and stones are moved along the coast by longshore drift. They will consider the issues of coastal erosion and global warming on people who live by the sea.

Vocabulary to be used and understood:

Coast, beach, cave, stack, arch, waves, longshore drift, erosion, deposition, spit, estuary, cliff erosion, global warming, sea defence, groyne.

Upper Key Stage 2 Summer Term 2022

Transport

Summary of learning:

This study unit is linked to 'Cities'.

In this study unit, the children will use atlases and maps to look how the main cities in the United Kingdom, Europe and the World are linked by road, rail and air. They will extend their knowledge of capital cities and understand the importance of capital cities as centres of government.

The children will investigate railways in more depth, exploring the rail links between London and Paris. They will learn about how the Channel Tunnel was built and look at how it is used to connect Britain to Europe, including finding out about a typical journey on the Eurostar. They will look briefly at railways in India and compare and contrast this with railways in the United Kingdom.

They will consider the advantages and disadvantages of different modes of transport and the environmental impact they have.

Vocabulary to be used and understood: cities, capital cities, government, transport, travel, modes of transport, air, rail, motorway, transport links, Channel Tunnel, Eurostar, environmental impact.

Upper Key Stage 2 Autumn Term 2022

Rich and poor in South Africa
<p>Summary of learning: This study unit is linked to 'Cities' and 'Transport'.</p> <p>The children will place Johannesburg in the world and South Africa using maps and an atlas and find out about how we might travel there from the UK. The children will find out about the key features of the city, including different land use areas in the centre, inner city and suburbs, identifying and understanding the functions of these areas, including the central business district and transport system.</p> <p>They will focus on contrasting areas of housing in the suburbs and area around Johannesburg, comparing and contrasting the daily lives of children from different parts of Johannesburg and with their own lives in the United Kingdom.</p> <p>Vocabulary to be used and understood: Land use, inner city, suburbs, central business district, municipal buildings, high-rise buildings</p>

Upper Key Stage 2 Spring Term 2023

What is renewable energy?
<p>Summary of learning: This study unit links directly from the year 3 unit 'Where does our electricity come from?' and to the year 4 unit 'What is climate change?'</p>

In this study unit, the children will review the differences between renewable and non-renewable energy; they will learn that renewable energy might take the form of solar, wind or hydro-electric power. They will find out about how electricity is generated from these different sources. The children's studies on renewable energy will be assisted by a visit to Sheringham Shoal Wind Farm visitors' centre in Sheringham. They will use miniature solar panels in order to power their own solar energy projects.

Vocabulary to be used and understood:

Non-renewable and renewable energy, power station, nuclear, hydro-electric, fossil fuels, solar power, wind farm, turbine, National Grid, generate.

Upper Key Stage 2 Summer Term 2023

The Peak District

Summary of learning:

This study unit follows on from 'Rivers', 'Coasts' and 'Transport' and develops many of the map skills that the children have been learning through key stages 1 and 2.

The children will use maps and an atlas to place The Peak District in the United Kingdom and identify the cities that surround it. They will locate the main rivers that flow from the Peak District, including the Rivers Dove and Manifold and follow them on a map to the Trent and Humber Estuary. They will use maps and computers to plot routes from Gresham to Ilam Hall, identifying the significant features and places on the journey, including the rivers we will cross, the main towns we pass and the types of landscape and agriculture we will see.

The children will visit Ilam Hall in the Peak District and use OS maps and compasses to follow routes, take bearings and identify features on the ground using a map. They will investigate the geology of the Peak District and how it was formed, including revisiting the work on rivers and river valleys and learning in science about 'Rocks'. They will also compare and contrast the landscape, agriculture and life of people in the Peak District with their own in Norfolk.

Vocabulary to be used and understood:

River, source, estuary, tributary, valley, waterfall, gorge, meander, erosion, deposition, land use, agriculture, millstone grit, limestone, sedimentary, igneous and metamorphic rocks.