

Geography

Curriculum Plan



SOUTHRIDGE FIRST SCHOOL – Geography Long Term Plan

Purpose of study

high-quality geography education 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- . develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- . 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
- . are competent in the geographical skills needed to:
 - . collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - . interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - . communicate geographical information in a variety of ways, including through maps and writing at length.

Subject content for Key Stage 1

Pupils should be taught:

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:

Location knowledge

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

Place knowledge

- . 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

Human and physical geography

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

Geographical skills and fieldwork

- . 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
- . use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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; and use and construct basic symbols in a key
- . 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.

Subject content 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:**Location 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
- . 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)

Place knowledge

- . 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 within North or South America

Human and physical geography

- . describe and understand key aspects of:
 - . physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - . 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

Geographical skills and fieldwork

- . use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- . 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
- . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Attainment targets:

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

Geography Year 1	Geography Year 2
Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational Knowledge Name and locate the world's seven continents and five oceans
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
Identify seasonal and daily weather patterns in the United Kingdom	Identify seasonal and daily weather patterns in the United Kingdom
	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Use basic geographical vocabulary to refer to: . key physical features, including: beach, forest, hill, mountain, sea, river	Use basic geographical vocabulary to refer to: . key physical features, including: cliff, coast, ocean, soil, valley, vegetation, season and weather
Use basic geographical vocabulary to refer to: key human features, including: town, village, farm, house and shop	Use basic geographical vocabulary to refer to: key human features, including: city, factory, port, office and harbour
Use world maps, atlases and globes to identify the United Kingdom and its countries	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
Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
Use aerial photographs to recognise landmarks	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
Devise a simple map	Map work - use and construct basic symbols in a key
Use simple fieldwork and observational skills to study the geography of their school and its grounds	Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.

Geography Year 3	Geography Year 4
<p>Location knowledge 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;</p> <p>Location knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Location knowledge 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;</p> <p>Location knowledge Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<p>Place knowledge Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>Place knowledge Identify the position and significance of latitude, longitude and the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<p>Human and physical geography understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p>Human and physical geography understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Human and physical geography understand geographical similarities and differences through the study of human and physical geography of a region within another country</p>
<p>Physical geography describe and understand key aspects of: . physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>Physical geography describe and understand key aspects of: . rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</p> <p>Geographical skills and fieldwork use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies.</p>	<p>Geographical skills and fieldwork use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom use 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 . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies.</p>

Long Term Plan Geography

	Year 1	Year 2	Year 3	Year 4
Autumn 1		What's the geography of where I live like?		
Autumn 2	Can I draw maps? (Pirate Island)		How and why is my local environment changing?	Beyond the magic kingdom: What is the sunshine state really like?
Spring 1	Why don't penguins need to fly?	How does the geography of Kampong Ayer compare with where I live?		
Spring 2			Why do the biggest earthquakes not always cause the most damage?	Why are jungles so wet and deserts so dry?
Summer 1		How does the weather affect our lives?		
Summer 2	Why do we love being beside the seaside so much?		Why do so many people live in megacities?	How can we live more sustainably?

Year 1

<p>Autumn 2 'Welcome to Pirate Island' Why do we love being beside the seaside so much?</p>	<p>Pirate Island <i>Use simple compass directions (north, south, east and west). 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.</i> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <ul style="list-style-type: none"> • With support identify North, East, South and West on a globe or map. • Design a simple pirate map. • Recognise key features on an aerial photograph- identify key human features including: city, town, village, factory, farm and house. • Label the four countries of the United Kingdom, its surrounding seas and the capital cities on a map.
<p>Spring 2 Why don't penguins need to fly?</p>	<p>Where is Pip's home and what do we find there?</p> <ul style="list-style-type: none"> • Identify, recognise and describe the key geographical features of the Antarctic environment <p>How are penguins able to survive in Antarctica?</p> <ul style="list-style-type: none"> • Identify ways in which penguins are adapted to the Antarctic environment <p>How does Antarctica compare with the Sahara Desert?</p> <ul style="list-style-type: none"> • Identify countries in Africa which lie within the Sahara Desert • Identify, recognise and describe the key geographical features of the Sahara Desert • Explain why Antarctica is a desert despite being the coldest place on Earth <p>How is the Arctic different from the Antarctic?</p> <ul style="list-style-type: none"> • Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences <p>Why are there no Polar Bears in Antarctica?</p> <ul style="list-style-type: none"> • Describe and explain the components of the food chain of an Emperor Penguin • Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica <p>Why do Marco and Polo find visiting each other so difficult?</p> <ul style="list-style-type: none"> • Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco) • Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica <p>So why don't penguins need to fly?</p>
<p>Summer 2 Why do we love being beside the seaside so much?</p>	<p>How is the seaside different from other places?</p> <ul style="list-style-type: none"> • Identify and describe the main physical and human features of seaside environments <p>How do people enjoy themselves at the seaside?</p> <ul style="list-style-type: none"> • Provide reasons as to why it is important to protect living things at the seaside

	<ul style="list-style-type: none"> • Describe popular activities undertaken at the seaside <p>What else did Sally find living in the rock pools at Wembury?</p> <ul style="list-style-type: none"> • Understand the interdependence of living things in seaside environments • Identify, describe and categorise living things within a rock pool habitat • Identify, categorise and begin to explain the distribution of sea shells on a beach <p>How do people affect the beach at Wembury? How do they affect the beach at Whitley Bay?</p> <ul style="list-style-type: none"> • Identify, describe and offer reasons for the presence of pollution on a beach • Describe and explain how people can take greater care of the seaside environment <p>Whereabouts in the world is Wembury?</p> <ul style="list-style-type: none"> • Look at a globe and the difference between land and sea • Look at a map and pinpoint Wembury and Whitley Bay • Discuss other places the children may have visited – any examples of seaside resorts <p>How have our seaside holidays changed since the 1970s?</p> <ul style="list-style-type: none"> • Describe and explain reasons why seaside holidays have changed in living memory <p>How have great artists and composers represented the seaside?</p>
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Year 2

Year 2	
<p>Autumn 1</p> <p>What's the geography of where I live like?</p>	<p>Whitley Bay - Physical Geography Study. What is geography all about?</p> <ul style="list-style-type: none"> • Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments <p>Whereabouts in the United Kingdom do I live?</p> <ul style="list-style-type: none"> • Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school • Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe • Why do we love to live beside the seaside at Whitley Bay? • Use basic geographical vocabulary to refer to key physical features including vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map. • Use and construct basic symbols in a key. <p>What does the Geographical Information System (GIS) in <i>Google Earth</i> tell me about the geography of the local area?</p> <ul style="list-style-type: none"> • Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school • Name, locate and identify Whitley Bay in relation to Newcastle within the North East of England in the United Kingdom. • Name and locate the surrounding seas. • What are the different parts of Whitley Bay?

	<p>What are the main land uses within my local area?</p> <ul style="list-style-type: none"> • Understand that the many different uses of land observed in the local area can be grouped into a small number of categories <p>How can we introduce people to the physical and human geography of our local area?</p> <ul style="list-style-type: none"> • Through fieldwork Visit to St Mary's Island observe and record in a variety of ways, significant examples of physical and human geographical features of the local area • Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features
<p>Spring 1 How does the geography of Kampong Ayer compare with where I live?</p>	<p>How does the location of Kampong Ayer compare with where I live?</p> <ul style="list-style-type: none"> • Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles • Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles • Using maps at various scales and online websites, identify time differences and estimate distances between the UK, Brunei and other locations in the world <p>How do people's homes at Kampong Ayer compare with mine?</p> <ul style="list-style-type: none"> • Identify, describe and observe the types of traditional homes that are found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school • Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed <p>How does the weather at Kampong Ayer compare with the weather where I live?</p> <ul style="list-style-type: none"> • Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next • Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern • Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages <p>How do people in Kampong Ayer travel around compared with how people travel around where I live?</p> <ul style="list-style-type: none"> • Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer • Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity <p>How does going to school in Kampong Ayer compare with my school?</p> <ul style="list-style-type: none"> • Recognise, describe and suggest reasons for the similarities between a school/school life in a school in Kampong Ayer and their own school <p>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</p> <ul style="list-style-type: none"> • Identify and describe the structure of typical Tropical Rainforest in Brunei • Describe, offer reasons and explain how living things in Tropical Rainforests are adapted to cope in extreme heat and rain • Compare and contrast the structure of a Tropical Rainforest with a wood in the local area

	<p>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</p> <ul style="list-style-type: none"> • Use <i>Google Earth</i> to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area
<p>Summer 1</p> <p>How does the weather affect our lives?</p>	<p>What is the weather?</p> <ul style="list-style-type: none"> • Identify and describe the basic atmospheric elements of the weather • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices • Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement <p>How do great artists paint the weather?</p> <ul style="list-style-type: none"> • Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings <p>How does the weather change through the seasons of the year?</p> <ul style="list-style-type: none"> • Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur • Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another <p>Why isn't the weather the same everywhere in the world?</p> <ul style="list-style-type: none"> • Observe and offer reasons for the distribution of hot and cold places in the world • Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles <p>How can Antarctica be a desert when it's the coldest place on Earth?</p> <ul style="list-style-type: none"> • Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences <p>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p> <ul style="list-style-type: none"> • Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result

Year 3

<p>Autumn 2</p> <p>How and why is my local environment changing?</p>	<p>Why do places change?</p> <ul style="list-style-type: none"> • Identify, describe and give reasons for why environments change • Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life <p>How has my local area changed in the past?</p> <ul style="list-style-type: none"> • Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment <p>How did my local area change as a result of World War I?</p> <ul style="list-style-type: none"> • Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual <p>How and why does the quality of the environment change in my local area?</p>
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	<ul style="list-style-type: none"> • Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations <p>How do NASA satellite images inform us of environmental change on a global scale?</p> <ul style="list-style-type: none"> • Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world
<p style="text-align: center;">Spring 2</p> <p>Why do the biggest earthquakes not always cause the most damage?</p>	<p>Why won't Paula and Richard forget 22 February 2011?</p> <ul style="list-style-type: none"> • Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources <p>How has New Zealand been affected by earthquakes in the past?</p> <ul style="list-style-type: none"> • Observe and record the distribution of earthquakes in New Zealand over the past two hundred years <p>Why does New Zealand have so many earthquakes?</p> <ul style="list-style-type: none"> • Identify, describe and explain the causes of earthquakes • Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world <p>Why don't the largest earthquakes always cause the most death and destruction?</p> <ul style="list-style-type: none"> • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction <p>Why do most volcanoes happen in the same places as earthquakes?</p> <ul style="list-style-type: none"> • Identify, describe and explain the causes of volcanoes • Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand
<p style="text-align: center;">Summer 2</p> <p>Why do so many people live in megacities?</p>	<p>What are megacities and where are they located?</p> <ul style="list-style-type: none"> • Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density • Describe and begin to explain the distribution of megacities across the continents of the world <p>Why did Baghdad become the first city in the world with one million people?</p> <ul style="list-style-type: none"> • Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants <p>Why is Milton Keynes the United Kingdom's fastest-growing city?</p> <ul style="list-style-type: none"> • Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country • Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom <p>: How do the advantages of living in cities compare with the disadvantages?</p> <ul style="list-style-type: none"> • Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant

Year 4

<p>Autumn 2</p> <p>Beyond the Magic Kingdom: What is the sunshine state really like?</p>	<p>Why is the Magic Kingdom the most popular theme park in the world?</p> <ul style="list-style-type: none"> • Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida <p>Where is the <i>Magic Kingdom</i>?</p> <ul style="list-style-type: none"> • Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida <p>Why do tourists come to the <i>Magic Kingdom</i> from some countries and not others?</p> <ul style="list-style-type: none"> • Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world <p>Why is the state of Florida a peninsula?</p> <ul style="list-style-type: none"> • Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world <p>Why is the Kennedy Space Centre in Florida?</p> <ul style="list-style-type: none"> • Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location <p>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</p> <ul style="list-style-type: none"> • Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future <p>How and why is the climate of the <i>Sunshine State</i> different from where I live?</p> <ul style="list-style-type: none"> • Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours • Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida <p>How to Floridians cope with hurricanes?</p> <ul style="list-style-type: none"> • Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage
<p>Spring 2</p> <p>Why are jungles so wet and deserts so dry?</p>	<p>Why is climate different across the United Kingdom?</p> <ul style="list-style-type: none"> • Observe, describe and explain in basic terms the pattern of climate in the United Kingdom <p>What are the world's climates?</p> <ul style="list-style-type: none"> • Identify, describe and begin to offer reasons for the distribution of different types of climate around the world <p>How do climate graphs help geographers compare the climate of one place with another?</p> <ul style="list-style-type: none"> • Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world • Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements <p>How does the climate affect the plants and animals living in a place?</p> <ul style="list-style-type: none"> • Understand how climate affects both the landscape of different biomes and the plants and animals that can live there <p>Why is the jungle of the Amazon Rainforest so wet and humid?</p> <ul style="list-style-type: none"> • Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; <p>Why is Arica the driest inhabited place on Earth?</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p>

<p style="text-align: center;">Summer 2</p> <p>How can we live more sustainably?</p>	<p>What does being sustainable actually mean?</p> <ul style="list-style-type: none">• Describe and explain using examples what living sustainably means• Identify, describe and explain the differences between renewable and non-renewable resources <p>How can we help to make our school more sustainable?</p> <ul style="list-style-type: none">• Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable <p>Why are we seeing more wind and solar farms in the countryside?</p> <ul style="list-style-type: none">• Understand in basic terms how solar panels and wind turbines generate electricity• Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing• Explain how electricity is generated in hydroelectric power stations <p>How is sustainable development helping the lapwing out of the red?</p> <ul style="list-style-type: none">• Understand why creating new habitats for birds is a good example of sustainable development <p>How are solar cookers helping Sunita and her family to live more sustainably?</p> <ul style="list-style-type: none">• Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable
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