

Uplands Junior Academy Subject Overview
Geography

Intent: We want children to be curious about the world and its people. Children should develop contextual knowledge of the location of significant places, understand key physical and human geographical features of the world, and be competent in the skills needed to work and think like a geographer.

	Year 3	Year 4	Year 5	Year 6
Themes: Natural phenomena, Earth and us, and Leicester				
Autumn	<p>Unit: <u>My city, my country and me</u></p> <p>Question: <u>Where on Earth am I?</u></p> <p>Vocabulary: Country, county, city, national park, physical characteristics, human characteristics.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Know that the United Kingdom is broken into counties. Know Leicester is in Leicestershire. Heacham beach is one of the closest beaches to Leicester The Peak District is one of the closest national parks to Leicester Houghton on the Hill is a rural area in Leicestershire with very different characteristics to Highfields. Describe the land use and topographical features of these places. 	<p>Unit: <u>Mountains</u></p> <p>Question: <u>Where can I find mountains and how did they get there?</u></p> <p>Vocabulary: Mountain, range, peak, weather, climate, topography.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate and name significant mountains and ranges in Europe and the World (Alps, Himalayas, Andes, Atlas, Rockies). <p>Place knowledge</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Name and locate the major mountains around the world Describe how mountains are formed The Himalayas are a mountain range with some of the highest peaks in the world including the highest, Mount Everest. Edmund Hilary and Tenzing 	<p>Unit: <u>Rivers</u></p> <p>Question: <u>Do rivers and cities sit well together?</u></p> <p>Vocabulary: River, source, mouth, tributary, meander, flood plain.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate major rivers in the UK, Europe and the World (Thames, Seine, Tiber, Manzanares, Nile, Amazon, Ganges) <p>Place knowledge</p> <ul style="list-style-type: none"> Describe some similarities and differences of cities built near the major rivers stated above. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Explain why rivers are important part of the Water Cycle. Explain the journey of a river from source to mouth in detail using the terms tributary and meander. 	<p>Unit: <u>Climate change</u></p> <p>Question: <u>How has human activity affected the natural world?</u></p> <p>Vocabulary: Climate change, global warming, greenhouse effect, fossil fuels, glacier.</p> <p>Locational Knowledge</p> <p>Place knowledge</p> <ul style="list-style-type: none"> Study a specific place. Make comparisons between now and 100 years ago. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand what climate change (or global warming) means. Understand the types of human activity that scientists believe have caused the planet to warm up. Explore the effects that a

<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences between Highfields and a contrasting area (one from above). <p>Human and Physical Geography</p> <p>Understand types of settlement including land use and economic activity. Discuss some of the problems that may face Highfields (litter and traffic) and the contrasting area.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use 8 points of the compass to navigate around an area. Observe: <ol style="list-style-type: none"> amount of traffic types of buildings land usage sketch a map of area to explore land use around our school (Highfields bakery, library, shop) Use a key when making a map. Use map of UK to support locational knowledge above. <p>Key questions:</p> <p>What is the difference between a county and a country?</p> <p>What are some of the physical and human characteristics?</p>	<p>Norgay were the first people to reach the summit of Mt. Everest.</p> <ul style="list-style-type: none"> Describe the climate of a mountain environment. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps of Europe and the World, and globes to support locational knowledge above. Use topographical and relief maps to compare mountainous with non-mountainous regions. Collect weather and climate information of a mountainous region. <p>Key questions</p> <p>What is the difference between a mountain and a mountain range?</p> <p>How are mountain ranges formed?</p> <p>Where is the highest peak in the World? Has anyone ever stood on it?</p> <p>How is the climate in mountainous regions different from in lowland regions?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> The Earth's upper layer is broken into rocky sections called tectonic plates. (Y3) 	<ul style="list-style-type: none"> Explain why rivers are useful (for transportation, wildlife habitat, energy, farming and leisure). Describe the cause and impact of river pollution in the UK. Describe the impact of flooding in the UK. Generate geographical questions about a particular river and use a range of sources to find the answers. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use atlases and digital/topographical maps to locate major rivers around the world. Use Ordnance Survey maps to locate the River Soar, including 4 figure grid references. <p>Key questions</p> <p>What is a river and what part does it play in the water Cycle?</p> <p>Why are rivers useful?</p> <p>How are some cities that developed near rivers the same and how are they different?</p> <p>How do rivers become polluted and what should be done about it?</p> <p>Would it be good to live next to a river?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Water evaporates from all water sources. The repeated process of evaporation of 	<p>warmer planet is having.</p> <ul style="list-style-type: none"> Suggest solutions for and make predictions about the future. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Explore thematic maps post Industrial Revolution. Identify and explain patterns and trends and changes. Use satellite images – understanding that sometimes the colour on these has been enhanced – and aerial photography to explore change in global topography over the last 100 years. Explore scientific evidence that human activity, including the Industrial Revolution, has caused the planet to warm up. Use evidence to build an argument (Climate Change Performance Index, Global Climate Watch Index). <p>Key questions</p> <p>What is climate change and how do we know about it?</p> <p>Is it good that our planet can behave like a greenhouse?</p> <p>Is a warmer Earth a bad thing?</p> <p>How can we improve the future for our planet?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> The Industrial Revolution was the rapid development of
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Spring	<p>Unit: <u>Earthquakes</u></p> <p>Question: What makes the Earth angry?</p> <p>Vocabulary: Earthquake, epicentre, focus, seismologist, Richter Scale, tectonic plates.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate Europe on the world map Locate Turkey on European and world maps <p>Place knowledge</p>	<p>Unit: <u>Comparing UK and Europe</u></p> <p>Question: How does Leicester compare with Malaga?</p> <p>Vocabulary: Population, Euro, currencies, Pound Sterling (GBP), European Union.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate different European countries (France, Spain, Germany, Russia, Italy) and capital cities (Paris, Madrid, Berlin, Moscow, Rome). Locate major seas and oceans, around mainland Europe 	<p>Unit: <u>North America</u></p> <p>Question: Are the Americas just the same?</p> <p>Vocabulary: Biome, tundra, desert, temperate forest, tropical forest, urbanisation, lines of longitude, prime meridian line.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the Prime Meridian line. Identify the position and significance of lines of longitude and latitude. Locate the Arctic Circle. 	<p>Unit: <u>Local study linked to history</u></p> <p>Question: How has Islamic presence grown in Leicester?</p> <p>Vocabulary Culture, ethnic group, migration, immigration, census</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate Leicester and Highfields on an Ordnance Survey map. <p>Place Knowledge</p> <ul style="list-style-type: none"> Compare Leicester now with Leicester pre 1960s, focusing particularly on Islamic presence in the city. <p>Human and Physical Geography</p>

<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe what an earthquake is (basic tectonic plate movement) Explain why an earthquake happens Explain how an earthquake affects the local people. (Turkey 2023) Know that a tsunami occurs when there is an earthquake underwater. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps of Europe and the World, and globes to support locational knowledge above. <p>Use maps and globes to locate areas affected by earthquakes, including European example studied.</p> <p>Key questions What are tectonic plates? What is an earthquake? Would you like to live near the epicentre of an earthquake? What is a tsunami? How does an earthquake affect local people?</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> Compare Leicester and surrounding area (explored in Year 3) with Malaga and surrounding area. Explain how both cities and areas have changed over the last 50 years. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Compare topographical features (hills, mountains, coasts, rivers), land use and economic activity. Understand the main ethnic groups in both regions. Understand both countries' relationship with the EU and the Euro. Describe the benefits and shortcomings of living in Leicester and Malaga. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Observe and record the human and physical features in the local area. Use aerial photography and satellite images – understanding that sometimes the colour on these has been enhanced – to compare locations. Gather weather and climate information for both 	<p>Place knowledge</p> <ul style="list-style-type: none"> Locate North American countries: Canada, USA and Mexico. Locate major cities: Washington DC, New York, Las Vegas, Ottawa, Mexico City <p>Place knowledge</p> <ul style="list-style-type: none"> Compare effects of urbanisation in North American cities with London. Explain change in cities over the last 50 years. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe the different biomes of North America: Arctic Tundra, desert, temperate forest, tropical forest. Observe the distribution of resources across the continent and understand this is a reason for 15th Century European settlement. <p>North America: Resources (nationalgeographic.org)</p> <ul style="list-style-type: none"> Analyse human intervention on the natural landscape (Las Vegas, Hoover Dam). Explain human and environmental problems associated with urbanisation in Washington DC, Ottawa and Mexico City: pressure on housing and services, pollution. 	<ul style="list-style-type: none"> Describe types of buildings and their uses: shops, mosques, churches. Describe demographical change in the population of Leicester. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use photographic evidence to compare Leicester now and Leicester pre 1960s. Use Ordnance survey maps to make compare Leicester now with Leicester pre-1960s, including 6 figure grid references, symbols and keys. Plan and follow routes to local landmarks using Ordnance Survey maps. Use different sources (including census information) to gather information about population of Leicester, including size of population, religion, ethnic groups. <p>Key questions: How has the population of the UK changed since World War Two? What influenced the growth of migration into Leicester? How have places of worship for Muslims changed over time? Is Highfields a supportive community for Muslim people to live?</p> <p>Prior Knowledge</p>
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	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Locate and name the continents on a World Map (Y2) 	<p>locations. Observe trends and patterns.</p> <ul style="list-style-type: none"> Present human and physical features of locations using graphs and images. <p>Key questions: Who are some of our European neighbours? What bodies of water surround Europe? How do the physical characteristics of Malag and its surroundings compare with Leicester? How is the climate in Malaga different to the climate in Leicester? How do people work, rest and play in Malaga? Why do people not use the same currency all across Europe?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> I know the capital cities and surrounding seas of the United Kingdom. (Y2) Leicester is in a county called Leicestershire. (Y3) Places have human and physical characteristics and issues related to these. (Y3) 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use thematic and topographical maps to locate North American biomes and climate zones. Use atlases to explore time zones linked to lines of longitude. Use online resources to find facts related to urbanisation of major cities: increased population, unemployment, crime, cost of housing. <p><i>Cultural Capital (History link)</i> <i>Famous Geographer Study</i></p> <p><i>Eratosthenes (c.275–194 BC) coined the term geography. He created one of the earliest maps of the known world between 276-195 BC, but his greatest contribution was the concept of latitude and longitude.</i></p> <p>Key questions What are lines of latitude and longitude used for? What does North America look like? Why was North America a good place to settle? Are the human changes in and around Las Vegas a good thing? What is urbanisation and what problems does it create?</p> <p>Prior Knowledge:</p>	<ul style="list-style-type: none"> Children explored Highfields area of Leicester in Year 3. Children compared Leicester with Malaga in Year 4. Children used 4 figure grid references on Ordnance Survey maps in Year 5.
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Summer	<p>Unit: <u>Volcanoes</u></p> <p><u>Question: What makes the Earth angry?</u></p> <p>Vocabulary: Volcano, magma, lava, vent, crater, cone</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate La Palma on the map. <p><u>Place knowledge</u></p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Describe what a volcano is • Explain why volcanoes erupt • Explain how a volcanic eruption affects the local people. (La Palma 2021) • Explain the difference between active, dormant and extinct volcano. • Explain that people may choose to live near a volcano due to mineral, fertile soil, geothermal energy and tourism. 	<p>Unit: <u>Rainforests</u></p> <p><u>Question: Do rainforests matter to me?</u></p> <p>Vocabulary: Equator, Tropic of Cancer, Tropic of Capricorn, lines of latitude, deforestation, oxygen.</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Locate significant rainforests (Amazon, Congo, Southeast Asian) on a world map, observing patterns of distribution. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Compare daily life of people living in the Southeast Asian rainforest to those in a modern society. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Know that the climate is hot, wet and humid and that this is ideal for plant growth. 	<p>Unit: <u>South America</u></p> <p><u>Question: Are the Americas just the same?</u></p> <p>Vocabulary: Inca, indigenous, favela, economy, export, biodiversity.</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Use the Prime Meridian line and other lines of longitude and latitude to locate places, including time zones. • Locate the Antarctic Circle. • Locate countries in South America: Brazil, Columbia, Argentina. • Locate major cities: Brasilia, Rio de Janeiro, Bogota, Buenos Aires. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Compare effects of population growth in Rio de Janeiro (the development of vast slums called favelas) with North American cities studied 	<p>Unit: <u>Africa</u></p> <p><u>Question: Why do some people think Africa is a country?</u></p> <p>Vocabulary: Savanna, Western world, colonialism, decolonisation, stereotype, Cocoa Life.</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Describe the varied topography of the continent, including the Sahara desert and the Savanna. • Describe the effect of colonialism on the continent including the slave trade and the division of land into countries. • Explain how stereotypes (barren land, starvation and poverty, people dependent upon aid from more developed countries) are often reinforced by Western countries so that people see the whole continent in this light (depictions in film, music, popular culture). Describe the diversity of people and settlements, many of which

<ul style="list-style-type: none"> Explain how communities respond to volcanic eruptions. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Locate volcanoes on a map including the European example studied. <p>Key questions What is a volcano and where do we find them? Why does a volcano erupt? What are the positive and negative effects of volcanic eruptions? Why do some people choose to live near volcanoes? How do communities respond to volcanic eruptions?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Name the oceans and the continents of the World. (Y2) The Earth's upper layer is broken into large rocky sections called tectonic plates. (Y3) 	<ul style="list-style-type: none"> Define the 4 layers of the rainforest and know that many different animals live in each layer. Know what deforestation is and why it is happening. Describe the impact deforestation has on local wildlife and the environment. Describe the ways in which steps are being taken to protect deforestation. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use thematic maps that show the temperature and rainfall of areas of rainforest compared to the rest of the World. Use world maps to support locational knowledge above. <p>Key questions Where do we find rainforests? What does a rainforest look like and why? How is the daily life of someone living in the Southeast Asian rainforest different to mine? What is deforestation and why do people do it? How does deforestation in Southeast Asia affect me in Leicester?</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Climate describes the weather conditions in an area over a long period of time. (Y4) 	<p>in previous unit.</p> <ul style="list-style-type: none"> Explain change in cities over the last 50 years. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe the terrain of South America, Andes mountains, deserts, rainforests and describe how the Incan people overcame those challenges to build an empire. Describe the cultural diversity of the countries across the continent (gaucho, indigenous, Catholicism). <p>South America: Human Geography (nationalgeographic.org)</p> <ul style="list-style-type: none"> Describe how the Brazilian economy relies on farming and energy production. Explain the significance of the Amazon rainforest and the threats it faces from the economies of countries such as Brazil. Major cities face problems such as increased population, unemployment, crime, cost of housing. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use thematic (temperature and rainfall) and topographical maps to locate South American deserts and mountains. 	<ul style="list-style-type: none"> Explain change in cities over the last 50 years. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe the terrain of South America, Andes mountains, deserts, rainforests and describe how the Incan people overcame those challenges to build an empire. Describe the cultural diversity of the countries across the continent (gaucho, indigenous, Catholicism). <p>South America: Human Geography (nationalgeographic.org)</p> <ul style="list-style-type: none"> Describe how the Brazilian economy relies on farming and energy production. Explain the significance of the Amazon rainforest and the threats it faces from the economies of countries such as Brazil. Major cities face problems such as increased population, unemployment, crime, cost of housing. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use thematic (temperature and rainfall) and topographical maps to locate South American deserts and mountains. 	<ul style="list-style-type: none"> have very different characteristics. Understand the abundance of natural resources available and the rapid growth of some of the nations' economies. <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the continent and some of its major countries using lines of longitude and latitude. <p>Place knowledge</p> <ul style="list-style-type: none"> Compare contrasting countries in terms of natural resources, availability of food and water, economy and culture. Understand the work of Cadbury and Fairtrade in cocoa farming in Ghana. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps of the world with lines of longitude and latitude to locate Africa and its countries. Use atlases to explore the location of biomes on the continent. Gather information based on economy (gross domestic product, Global Hunger Index) for different countries, making comparisons and drawing conclusions. <p>Key questions</p>
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			associated with urbanisation. (Y5)	
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