CURRICULUM

Geography

Intent

At Southville Primary School, we aspire to be geographers. Our geography curriculum inspires a curiosity and fascination about the world we live in and the people who inhabit it. We equip the children with knowledge about diverse places, people, resources and natural and human environments, formation and use of landscapes. The topic of environmental sustainability plays an important part in our geography curriculum, ensuring children are well informed and equipped for dealing with their future environment and the impact they can have. We will do this by:

- Making sure that geography objectives are delivered in the context of an exciting and engaging topic within our Wider Curriculum model.
- Ensuring the children learn to use resources such as maps, globes, atlases, aerial photos and digital maps in a planned and progressive way within and across the years
- Contextualising the identifying and naming of countries, continents and oceans so that the children understand how the world is pieced together
- Revisiting key areas of the geography curriculum throughout the children's time with us to aid their memory, knowledge and understanding of the world in which they live
- Utilising the opportunities that our local area and the vibrant city of Bristol offer in order to develop in the children an understanding and appreciation of the culture and diversity of this great city
- Providing our children with relevant educational visits that enhance the learning that happens in school.

Implementation

Our Geography curriculum is rigorous, challenging, and interconnected, designed to help children become experts in the subject. It fits within our wider curriculum model, where children fully immerse themselves in a specific topic or area of focus for a term, engaging with two 'key driver' subjects (Science, History, Geography, Art, or Design and Technology). While each unit has a central, overarching focus, Geography is valued as its own discipline and is taught discreetly. When Geography serves as a 'key driver' subject, it follows a separate plan anchored by a specific 'key question' that guides the unit's exploration and outcomes. Key subject-specific elements integral to most units have been identified, providing a valuable reference for teachers during planning. This ensures that both the substantive knowledge and disciplinary skills of Geography are explicitly learned and progressively built upon.

The Geography curriculum follows a coherent, well-sequenced plan that ensures pupils progress logically through their learning journey, with clear objectives and outcomes at each stage. Lesson sequences are structured to scaffold learning effectively, with adaptations to meet the diverse needs of all pupils. Mid-term plans align with National Curriculum objectives, ensuring that content and progression meet and go beyond statutory requirements. To deepen learning and make it more relevant, units incorporate a Local Anchor Point, visit/visitor, and key figures, connecting pupils with their local context. Diversity, equity, and inclusion are embedded throughout the curriculum, representing a wide range of perspectives so that all pupils can see themselves reflected in their learning.

Impact

To ensure our curriculum is effective and continuously improving, subject leaders assess the impact of individual units and the curriculum as a whole through a process of triangulation. This includes looking at the quality of work in books to see how children are demonstrating their learning, reviewing medium-term plans to evaluate how well sequences build on prior knowledge and focus on the most important content, and gathering pupil voice. Through conversations with pupils, subject leaders assess what children know and remember, how well they can make connections to prior learning, and whether the intended learning from the plans has been successfully embedded. We recognise that not all disciplinary knowledge is captured in books, so pupil voice plays a vital role in assessing the broader impact. Findings are then shared with staff to support ongoing refinement of teaching and learning. This may involve adjusting the sequence of lessons, improving models and explanations, or increasing opportunities for consolidation. Where gaps, misconceptions or forgotten learning are identified, teachers plan for re-teaching or revisiting in future units to ensure knowledge is remembered and built upon over time.

Content Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		**My School (Local Study)** How do I find my way around?	**4500 Miles Away (Non-Euro Study)** Bristol & Jamaica - What's the same? What's different?		**Splash!** How do materials change between solids, liquids and gases, and how does this affect the world around us?	**New York, New York** Bristol & New York - What's the same? What's different?	**Mysterious Mayans** How did geography shape Maya culture?
Spring			**Amazon Adventure** How do animals and plants survive and depend on each other in the Amazon Rainforest?	**Ends of the Earth** How do the Arctic, Antarctica, and our local area compare, and why do they differ?	**Southville Then and Now (Local Study)** What was Southville like in the past and how can we find out?		
Summer	**Around the World** (Bristol, Japan and Mexico)	**Life Under Water** What are the world's oceans and how can we protect them? **On Safari** Where is Africa and what is it like?		**Oh Grow Up!** How is land used in different ways in different places?	**Espana (Euro Study)** What are the human and physical features of Spain and how do they compare to where we live?	**Life on Earth** How is our local environment affected by human activity — and what can we do about it?	

NC Coverage Map

NC Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	UK & local area	Continents & oceans	UK counties & cities	Europe (Spain/Andalucia)	North/South America	Global biomes & climate
Place knowledge	Local school study	Contrasting small area (non-EU)	Local river study	Andalucia (Spain)	New York, Americas	World regions, trade, sustainability
Human & physical geography	Weather & seasons	Simple physical features	Rivers, land use	Mountains, volcanoes	Climate zones, vegetation, natural resources	Trade, energy, globalisation
Geographical skills & fieldwork	Maps of school grounds	Aerial photos, compass	Maps, symbols, 4-figure grid refs	Atlases, maps, compasses	Fieldwork local area	6-figure grid refs, OS maps, enquiry

Knowledge Progression Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Recognise familiar places in school and local area *(My School – continuous provision)*	Name and locate UK & oceans; use directional language *(Life Under Water; On Safari)*	Name continents; locate UK & Jamaica *(4500 Miles Away)*	Locate Europe, polar regions & rainforest areas *(Ends of the Earth; Oh Grow Up!)*	Locate European countries incl. Spain/Andalusia; identify key physical features *(Espana)*	Locate North & South America; understand latitude, longitude & time zones *(New York, New York)*	Locate Central America; focus on N&S America regions. ; understand global positioning *(Mysterious Mayans)*
Place Knowledge	Talk about where they live and what it is like *(My School)*	Compare Bristol with simple contrasting places *(On Safari; Life Under Water)*	Compare Bristol with Jamaica (contrasting non-European place) *(4500 Miles Away)*	Compare UK with polar & biome regions *(Ends of the Earth; Oh Grow Up!)*	Compare UK region with European region *(Espana; Local Study)*	Compare Bristol with global city (New York) *(New York, New York)*	Compare ancient & modern settlements; global regional comparison *(Mysterious Mayans)*
Human & Physical Processes	Notice simple features of environment (weather, land, people) *(My School)*	Identify basic human & physical features; understand UK weather patterns *(On Safari)*	Describe physical & human features; understand climate differences *(4500 Miles Away; Amazon Adventure)*	Study biomes, climate zones, land use & environmental impact *(Amazon Adventure; Oh Grow Up!)*	Study rivers, water cycle, landforms, settlement & economic activity *(Splash!; Espana; Local Study)*	Study trade, resources, sustainability & climate change *(Life on Earth; New York, New York)*	Study adaptation to environment, trade systems & sustainability *(Mysterious Mayans)*
Geographical Skills & Fieldwork	Use simple maps, pictures & observations *(My School)*	Use compass directions; read aerial photos; create simple maps; fieldwork in school *(My School; Life Under Water)*	Use maps, atlases & simple grid references; collect simple data *(4500 Miles Away)*	Use 8-point compass; 4-figure grid refs; conduct & record fieldwork *(Ends of the Earth; Oh Grow Up!)*	Use OS maps, symbols & keys; measure & present fieldwork findings *(Local Study; Espana)*	Use digital mapping & GIS; collect, analyse & present fieldwork data *(Life on Earth; New York, New York)*	Design independent fieldwork; interpret maps & GIS; communicate findings clearly *(Mysterious Mayans)*

Geography Fieldwork Overview

	KS1	LKS2	UKS2
Measuring	**On Safari** – Simple measuring (e.g., weather, size of habitats).	**Oh, Grow Up!** – Measuring human/physical features in the local area.	**Life on Earth** – Recording and measuring environmental impact.
Sketching	**My School** – Sketching school/local features.	**Southville Then and Now** – Sketching the local area during fieldwork.	**Mysterious Mayans** – Sketching physical features to support trade/farming understanding.
Surveys	**My Schoo**l – Asking observational questions in class/local area.	**Southville Then and No**w – Fieldwork questions and comparisons of features.	**Life on Earth** – Conducting local environmental surveys.
Using Maps	**My School, Life under water, On Safari** – Use simple maps, atlases, and globes.	**Espana, To the Ends of the Earth** – Use maps and sketch maps to locate and explore regions.	**Mysterious Mayans, New York, New York** – Use maps, atlases, globes, GIS, and trade mapping games.
Using Compasses & Directional Language	**My School** – Use simple compass directions (N, S, E, W) and positional language.	**To the Ends of the Earth, Espana** – Use 8-point compass, grid references, symbols and map keys.	
Observation	**My School, On Safari** – Observing school and habitat environments.	**Oh, Grow Up!, Southville Then and Now** – Observing land use and local/contrasting areas.	**Life on Earth, Mysterious Mayan**s – Observing local impacts and rainforest adaptation.
Recording Data (tallies, charts, photos)	**On Safari, My School – Tally charts, annotated drawings, and photos.**	**Oh, Grow Up!** – Data in tables, bar charts, sketch maps, and photos.	**Life on Earth** – Charts and tallies for human impact, photo evidence, and fieldwork reflections.
Taking Photos	**My School** – Take photos to document school/local area.	**Oh, Grow Up!, Southville Then and Now** – Take photos to record land use and Southville landmarks.	**Life on Earth** – Use photos as evidence in environmental comparisons and reports.

Skills Progression Overview

	Asks geographical questions	Builds knowledge of places, people, environments, and processes	Considers the impact of human and geography on the environment	Compares the geography of Bristol with other places	Collects and analyzes data	Looks at and interprets a range of sources	Communicates geographical information
Reception	Asks simple questions about places (e.g., Where is this?).	Recognizes different places and environments in their community.	Observes how people interact with their surroundings.	Identifies Bristol and one or two other familiar places.	Gathers simple data about their environment (e.g., counting objects).	Observes maps and pictures to learn about places.	Shares observations about their environment using words or drawings.
Year 1	Questions what places are like and why they exist.	Identifies people and features of familiar places.	Recognizes basic ways humans affect their environment.	Compares Bristol with other cities in simple terms.	Collects basic information about local places and people.	Uses basic maps to locate familiar places.	Creates simple maps to represent local areas.
Year 2	Begins asking 'how' and 'why' questions about how places have changed.	Connects different environments to the people and processes that shape them.	Discusses simple impacts of geography on human activities.	Explores similarities and differences between Bristol and other contrasting places..	Records data related to their community (e.g., weather, types of buildings).	Interprets simple diagrams and photographs related to geography.	Presents geographical information through drawings and basic graphs.
Year 3	Asks deeper questions about how places are connected and influenced by geography.	Explores how places and people interact within various environments.	Explores local environmental issues related to human geography.	Compares Bristol's geography with different countries or cities.	Analyzes collected data to find patterns or trends in their locality.	Explores different sources to understand geographical concepts.	Uses maps and diagrams to communicate geographical findings.
Year 4	Asks why geographical features are located where they are and how they are changing.	Understands how processes impact the characteristics of places and people.	Investigates how climate affects environments and communities.	Analyzes key features of Bristol compared with other geographical areas.	Uses data to compare different geographical features or human activities.	Analyzes maps, globes, and photographs for geographical insights.	Writes short reports or creates presentations about geographical topics.
Year 5	Questions how human activities impact geographical features and landscapes.	Builds a deeper understanding of the relationships between various environments and communities.	Analyzes the sustainability of human practices in different geographical contexts.	Investigates cultural and environmental differences between Bristol and other global places.	Collects and organizes data to support geographical inquiries.	Interprets maps and data sources to enhance geographical knowledge.	Develops detailed maps, graphs, and presentations to share geographical insights.
Year 6	Asks questions about how and why places are evolving and what factors drive these changes.	Analyzes how places, people, and the environment work together and affect each other.	Evaluates the long-term impacts of human activities on the environment and climate.	Evaluates how Bristol's geography influences its identity compared to other global locations.	Analyzes and interprets data to draw conclusions about geographical issues.	Evaluates the reliability of various geographical sources and their contributions to understanding.	Effectively communicates geographical ideas through various media.

Key Terms

Substantive Knowledge (what children KNOW)

Substantive knowledge is the subject knowledge and vocabulary used to learn about the content. Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units.

- **Locational knowledge**: where a place actually is found
- **Place knowledge**: what a location is like
- **Human and physical knowledge**: the interactions between people, places and the environment
- **Geographical skills and fieldwork**: using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it

Disciplinary Knowledge (what children DO)

The use of knowledge and how children become a little more 'expert' as a geographer. A Good Geographer:

- **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?
- **Builds knowledge** of a places, people, environments and processes and makes connections between them
- **Considers the impact** of human and geography on the environment, including the climate sustainability
- **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different?
- **Collects and analyses data:** e.g. Weather, Population, Physical Features, Transport, Surveys or Interviews.
- **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs
- **Communicates geographical information**: creating maps, graphs, presenting, writing

Fingertip Knowledge

Some knowledge is particularly important for what pupils are learning in their current topic or lesson, for example, places, spaces, and the environment. This knowledge needs to be secure and well-organised in pupils' minds for them to be able to draw on and transform it to construct geographical understanding as well as make sense of new knowledge. This information, including key vocabulary, is often the focus of retrieval activities at the start of lessons as part of 'Do Now' tasks and low stakes quizzes.

Medium Term Plans

EYFS	
Linked ELG	**Understanding the World** Geography in the EYFS Framework falls predominantly under the Understanding the World area of learning. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum. Children at the expected level of development will: -Talk about the lives of people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and story telling; **The Natural World** **-**Explore the natural world around them, making observations and drawing pictures of animals and plants -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 -Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter **People, Culture and Communities** -Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
Examples of Geography in an Enabling Environment	**Block Play and Construction** Creating real and imagined buildings, structures and worlds Acting out familiar experiences Creating stories around a setting Designing buildings or settings for a story and characters Drawing and /or labeling designs and/or creating maps of their buildings and structures Use geographical language to describe buildings and structures **Outdoor Learning** Exploring the local environment Forest School OPAL at break and lunch **Small World Play** Talking about past and present events in their own lives and in the lives of family members Making observations of people, animals and places and discussing these Creating imaginative and real world scenarios Creating stories around a set of characters & designing settings for stories and characters Acting out familiar experiences Drawing and/or labeling designs and/or creating maps of their story setting Using geographical language to describe settings and characters **Imaginative and Role-Play** Recreating familiar, real-life scenarios; being a family, being mum, dad, siblings, pets Pretending to be characters, real-world and imaginary; play in character Making sense of their physical world Making links between experiences **Ongoing Through All Terms** **Forest School** -Builds continuous observation skills of weather, plants, seasonal change. Children's Independent Outdoor Interests -Builds enquiry, curiosity, and connection with the natural world. Local Environment Connections **Regular walks help children:** -Recognise local features (houses, roads, parks). -Understand community roles (postman, shopkeeper). -Build vocabulary for place and environment. ***Summary – How This Meets the ELGs*** **People, Culture & Communities** -Local walks, cultural festivals (Diwali), exploring family origins, maps. -Learning about astronauts and space station crews. **The Natural World** -Forest school, seasonal changes, animals, habitats, life cycles, planting. -Comparing Earth to other planets. -Observing changes in materials (bread making). **Past vs Present** -Dinosaurs, space exploration history, and fairy tales from the past. -Understanding their own life story and family background.

Term 1 – All About Me **Key Themes:** Places children are from, families, local walk, Diwali. **Local Environment Focus**: School grounds, street walk.	**Knowledge & Skills** **-**Awareness of their personal world—family, home, culture. -Begin to describe their immediate environment (school, street, park). -Notice similarities and differences between themselves and others. -Explore cultural and religious traditions (Diwali). **Activities Linked to ELG** -Local walk: Spot buildings, features, people in the community → *Describe their immediate environment.* -Maps of their journey to school → *Early map awareness.* -Exploring countries children are from → *Explain differences between life in this country and others.* -Diwali celebration → *Know similarities/differences between cultural communities.*
Term 2 – Deep, Dark Forest **Key Themes**: Forest school, seasonal change, habitats, local nature.	**Knowledge & Skills** -Observe and name native animals (fox, robin, squirrel). -Describe features of a woodland habitat. -Identify seasonal changes – Autumn → Winter. **Activities Linked to ELG** -Forest School observations → *Explore the natural world; make observations of plants & animals.* -Drawing/labeling animals or trees → *Represent observations.* -Winter performance linked to seasonal change → *Understanding processes in the natural world.*
Term 3 – Blast Off! **Key Themes**: Space, planets, Earth, maps, Science Week.	**Knowledge & Skills** -Recognise the Earth as a planet and their place on it. -Use simple maps to locate the UK. -Compare Earth to other planets (simple differences: hot/cold, day/night). **Activities Linked to ELG** -Looking at Earth from space → *Know similarities/differences between contrasting environments.* -Exploring simple maps/globes → *Describe immediate environment using maps.* -International Space Station → *Talk about lives of people around them & roles in society.*
Term 4 – Dinosaur Discovery **Key Themes**: Habitats, carnivores/herbivores, prehistoric environment, extinction.	**Knowledge & Skills** -Compare dinosaur environments with modern-day environments. -Understand simple food chains (herbivore vs carnivore). -Understand that dinosaurs lived in the past. **Activities Linked to ELG** -Forest School – what dinosaurs might have eaten → *Connect past natural world to present.* -Sorting dinosaurs by habitat → *Know similarities and differences between natural environments.* -Storytelling using dinosaur books → *Understand the past through characters/events.*
Term 5 – From Wriggles to Wonders **Key Themes:** Life cycles, planting, growth, pond dipping, bug hunts.	**Knowledge & Skills** -Understand life cycles of frogs, butterflies, humans. -Observe real-life changes over time. -Explore local microhabitats (logs, ponds, gardens). **Activities Linked to ELG** -Bug hunts / pond dipping → *Observations of animals; understanding processes & changes.* -Gardening club – planting seeds → *Explain processes of growth in the natural world.* -Recording life cycle stages → *Drawing pictures of animals/plants.*

Term 6 – Once Upon a Time **Key Themes**: Fairy tales, bread making, traditional stories.	**Knowledge & Skills** -Recognise processes (mixing, baking, heating). -Explore how food changes state (dough → bread) -Compare traditional tales from different cultures. **Activities Linked to ELG** -Making bread → *Understand changing states of matter.* -Exploring fairy tales from around the world → *Know similarities/differences between countries.* -Maps to show where stories come from → *Use maps and non-fiction texts to extend knowledge.*

Key			
Locational knowledge	Place knowledge	Human and physical processes	Geographical Skills & Fieldwork

Year	Unit Title	Linked Learning	National Curriculum (Substantive Knowledge)	Key Disciplinary Knowledge 'Thinking Like a Geographer'	Medium Term Plan (Building Blocks / Component Parts)	Key Vocabulary	Enrichment
1	**My School** How do I find my way around?	Establishes core concepts of geography through simple locational language, map skills, and familiar-place enquiry.	**Geographical skills and fieldwork** • 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 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	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating	**How do I find my way around?** 1. **WALT**: find our way around the classroom, using directional vocabulary 2. **WALT**: find our way around the school building, using directional vocabulary 3. **WALT**: Find our way around the school playground,naming key geographical features 4. **WALT**: recognise plan view and side view 5. **WALT:** follow directions on a map (outside) 6. **WALT:** name compass points 7. **WALT:** read and mark position on a map 8. **WALT:** make a map **Ongoing Continuous Provision** 1. **Beebots**: Encourage exploration and programming with ready-made or child-created routes. 2. **Small World Play**: Provide animals, people, and vehicles to explore maps (world, country, city, school) or create their own layouts. 3. **Maps and Tools**: Offer maps, atlases, architectural drawings, compasses, and iPads/disposable cameras for exploring, documenting, and planning. 4. **Construction**: Use building toys to create layouts or structures inspired by maps or real-world examples. 5. **Creative Mapping**: ○ Use flipchart paper to draw aerial plans or routes for Beebots and small world toys.	**Tier 1:** Local area, Map, Observe, Directions: Near, far, left, right, forwards, backwards, above, below **Tier 2:** Distance, Route, Aerial view/plan view (bird's eye view), Side view **Tier 3:** Compass, Compass directions: North, South, East, West, Locational and directional language	Showing what is growing in our school on a map of the school grounds

				maps, graphs, presenting, writing	○ Create "messy maps" by copying aerial pictures using classroom materials like cups, blocks, or string. 6. **Interactive Challenges**: ○ Build mazes with Lego or plasticine, navigating them with small world figures or marbles. ○ Use straws to blow a chickpea through a maze or across a mapped route.		
1	**Life Under Water** What are the world's oceans and how can we protect them?	Builds on: Year 1's "My School" by moving from local to global geography, introducing oceans, world maps, and globes.	**Locational knowledge:** • name and locate the world's five oceans **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	• **Ask geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Build knowledge** of places, people, environments and processes and makes connections between them • **Consider the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collect and analyse data** • **Look at and interpret a range of sources**: maps, diagrams, globes, aerial photographs • **Communicate geographical information**: creating	**What are the world's oceans and how can we protect them?** 1. **WALT**: ask geographical questions. 2. **WALT**: find out about some of the plants and animals that live below water. 3. **WALT**: name and locate the United Kingdom and its surrounding seas. 4. **WALT**: use world maps to identify and name the 5 oceans. 5. **WALT**: understand the impact of human geography on our oceans. 6. **WALT**: think about how we can look after life below water. 7. **WALT**: consolidate our learning to explain what the world's oceans are and how we can protect them **Ongoing Continuous Provision** Maps and Geography • Maps and atlases to explore • Blank maps to colour land and sea • Map puzzles • Make your own travel ticket and record what oceans you will fly over • Making flags to represent countries	**Tier 2:** map, globe, Earth, planet, water, land, sea, beach, coast, deep, shallow, protect, explore, travel, questions, world, draw, label, describe, impact **Tier 3:** ocean, river, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, North Sea, Irish Sea, English Channel, United Kingdom, submarine, pollution, habitat, deep-sea, physical geography, human geography	

				maps, graphs, presenting, writing			
1	**On Safari** Where is Africa and what is it like?	*Builds on*: Year 1's "Life Under Water" by extending global knowledge to continents, hot/cold regions, and human/physical features via UK–Ghana comparison.	**Locational Knowledge:** • Name and locate the world's seven continents and five oceans **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:** • Use basic geographical vocabulary to refer to key physical features and key human features • 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 **Geographical skills and fieldwork** • use world maps, atlases and globes to identify continents studied	• **Ask geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Build knowledge** of places, people, environments and processes and makes connections between them • **Consider the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collect and analyse data** • **Look at and interpret a range of sources**: maps, diagrams, globes, aerial photographs • **Communicate geographical information**: creating maps, graphs, presenting, writing	**Where is Africa and what is it like?** 1. **WALT:** Use world maps to identify and name the 7 continents. 2. **WALT:** Locate hot and cold areas of the world, in relation to the Equator and North & 3. South Poles. 4. **WALT:** Identify seasonal and daily weather patterns in the UK. 5. **WALT:** Use geographical vocabulary to refer to physical and human features of Ghana. 6. **WALT:** Compare geographical similarities and differences between Bristol and Accra.	**Tier 1**: land, water, sun, rain, hot, cold, map, tree, season, sky, food, house, people, day, night, sea, mountain, river **Tier 2**: continent, climate, equator, polar, season, weather, temperature, rainforest, landscape, human features, physical features, similarities, differences, forecast, symbol, compare **Tier 3**: geographical vocabulary, Accra, Ghana, Bristol, latitude, longitude, tropics, hemisphere, urban, rural, environment	
2	**4500 Miles Away**	*Builds on*: Year 1's "On Safari" by deepening comparison	**Locational Knowledge:** • Name, locate and identify characteristics of the four countries and capital cities of	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there?	**Bristol/ Jamaica - What's the same? What's different?**	**Tier 1:** beach, city, coast, forest, house, island,	Asha Golsin - talk about life/ growing

	Bristol/ Jamaica - What's the same? What's different?	of UK and a non-European country (Jamaica) and advancing map and climate knowledge.	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:** • 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 [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	How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	1. **WALT:** Use basic geographical vocabulary to refer to key physical and human features. 2. **WALT:** Use simple compass directions (north, south, east, west) and locational and directional language to describe features and routes on a map. 3. **WALT:** Identify and use grid references on a map. 4. **WALT:** Consolidate map skills, including creating keys and using directions and compass points. 5. **WALT:** Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. 6. **WALT:** Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 7. **WALT:** Identify the UK, its countries, continents, and oceans on world maps, atlases, and globes. 8. **WALT:** Understand the climate in relation to the location of Jamaica. 9. **WALT:** Use geographical vocabulary to describe human and physical features of Jamaica. 10. **WALT:** Understand geographical similarities and differences between the UK and a contrasting non-European country through the study of school environments. 11. **WALT:** Explore geographical similarities and differences in tourism between the UK and Jamaica. 12. **WALT:** Understand geographical similarities and differences by studying the human and physical geography of houses in Bristol and Jamaica.	mountain, ocean, river, town, weather **Tier 2:** capital cities, continents, countries, directional language (e.g., near, far, left, right), grid reference, natural features, physical features, route, navigational skills **Tier 3:** compass, compass directions (North, South, East, West), aerial view, locational language, UK regions and seas, Jamaica (location and features)	up in Jamaica.

			basic human and physical features				
2	**Amazon Adventure** How do animals and plants survive and depend on each other in the Amazon Rainforest?	*Builds on*: Year 2's "4500 Miles Away" and Year 1's "On Safari" by focusing on rainforest biomes, hot climates, and world feature location.	**Human and Physical Geography:** • 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 and human features **Geographical Skills and Fieldwork:** • use world maps to identify countries, continents and oceans	• **Ask geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Build knowledge** of places, people, environments and processes and makes connections between them • **Consider the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collect and analyse data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicate geographical information**: creating maps, graphs, presenting, writing	**How do animals and plants survive and depend on each other in the Amazon Rainforest?** 1. **WALT**: Describe and compare a habitat. 2. **WALT**: Describe a rainforest habitat 3. **WALT**: Name and locate world habitats. 4. **WALT**: Understand the characteristics of the forest floor section of the rainforest. 5. **WALT**: Understand the characteristics of the understory section of the rainforest. 6. **WALT**: Understand the characteristics of the canopy section of the rainforest. 7. **WALT:** Understand the characteristics of the emergent layer section of the rainforest. 8. **WALT**: Research and gain an understanding of the habitat our specific animal lives in. 9. **WALT:** Research and gain an understanding of the dangers our specific animal faces. 10. **WALT**: Understand the human and physical features of the rainforest. 11. **WALT:** Understand the human features of the rainforest and gain an understanding of what it is like to live there. 12. **WALT:** Understand the dangers to the rainforest. 13. **WALT**: Locate and label the Amazon Rainforest on a world map. 14. **WALT:** Experience the habitat of the Amazon Rainforest and gain a deeper understanding of the animals that live there.	**Tier 2**: habitat, rainforest, woodland, ocean, desert, polar regions, climate, humid, equator, vegetation, biodiversity, environment, ecosystem, deforestation, sustainability **Tier 3**: Amazon River, South America, Brazil, canopy, emergent layer, understory, forest floor, indigenous, conservation, precipitation, tropics, latitude, deforestation	
3	**Ends of the Earth** How do the Arctic, Antarctica,	*Builds on*: Year 1's "On Safari" and Year 2's "Amazon Adventure" by	**Locational Knowledge:** • locate the Arctic and Antarctica on a map • use maps, atlases, globes and digital/computer mapping to locate countries	• **Ask geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?	**How do the Arctic, Antarctica, and our local area compare, and why do they differ?** 1. **WALT:** Locate the Arctic and Antarctica on a world map.	**Tier 1**: map, globe, explorer, scientist, snow, ice, cold, iceberg, polar bears,	

	and our local area compare, and why do they differ?	contrasting hot and cold regions, introducing advanced compass and grid skills.	and describe features studied • describe and understand key aspects of physical geography such as the geographical features of the polar regions, contrasted with the geographical features of Bristol **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 wider world.	• **Builds knowledge** of places, people, environments and processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	2. **WALT**: Begin to describe the key physical features of the polar regions. 3. **WALT**: Investigate how climate, landforms, and geographical location influence life in these regions. 4. **WALT**: Investigate how human activity affects the Arctic and Antarctic environments. 5. **WALT**: Explore how people and animals adapt to extreme environments. 6. **WALT**: Compare Bristol's human activity with the Arctic and Antarctica. 7. **WALT**: Analyze real-world climate data to understand patterns in the Arctic and Antarctica. 8. **WALT**: Ask questions to gain further knowledge of scientists' work in Polar regions and of living in the Polar region.	penguins, whales, seals. Arctic, Antarctic **Tier 2**: polar region, compare, comparison, climate, continent,Antarctica, natural, community, mountain, volcano, explorer, climate change, pledge,Google Earth, **Tier 3**: human geography, physical geography, longitude, latitude, climate zones, ice flow, ice sheet, melt lakes, glacier, tundra, Transantarctic mountain range, dry valleys, glaciers, Antarctic ice cap, Inuits	
3	**Oh Grow Up!** How is land used in different ways in different places?	*Builds on*: Year 3's "Ends of the Earth" and Year 2's "Amazon Adventure" by exploring biomes, vegetation belts, and	**Human and Physical Geography:** • Describe and understand key aspects of biomes and vegetation belts • investigate the distribution of natural resources including food **Locational Knowledge:**	• **Ask geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and	**How is land used in different ways in different places?** 1. **WALT:** Understand and explain the difference between climate zones and biomes. 2. **WALT:** Understand how different parts of the UK are used for different types of farming.	**Tier 1**: land farm farmer plants insects litter map scale bar chart pencil paper hoop **Tier 2**: climate distribute distribution	

		developing fieldwork and land-use mapping.	• name and locate land-use patterns **Geographical Skills and Fieldwork:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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.	processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compare** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	3. **WALT:** Name and locate land use patterns. 4. **WALT:** Use fieldwork to observe, measure and record geographical physical features (and human features).	observe measure record present tally data question questions pattern responsibility different support **Tier 3**: biome climate zone land use fieldwork physical features human features sketch maps plans graphs digital technologies	
4	**Splash!** How do materials change between solids, liquids and gases, and how does this affect the world around us?	*Builds on*: Year 3's "Oh Grow Up!" and Year 2's "Amazon Adventure" by examining natural processes (rivers, water cycle) and their environmental impact.	**Human and Physical Geography:** • Describe and understand key aspects of physical geography: the water cycle and rivers.	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes • **Considers the impact** of human and geography on the environment • **Compares** the geography of Bristol with other places	**How do materials change between solids, liquids and gases, and how does this affect the world around us?** **Note**: This unit is also planned to have a cross-over with the **Science** topic: **States of Matter**. 1. **WALT:** discuss and show our understanding of water and states of matter; raise questions that can be investigated and researched. 2. **WALT:** investigate, raise questions about, and explain solids, liquids, and gases. 3. **WALT:** use particle theory to explain why matter exists in three states – solid, liquid, and gas.	**Tier 1:** Heat, Cool, Dry, Weight **Tier 2:** Temperature, Water cycle, Classify, Energy, Distribution, Natural resources, Thermometer **Tier 3:** States of matter, Degrees Celsius (°C), Vapour,	Water cycle workshop

				in the world (zooming in and out) • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	4. **WALT:** investigate the melting and freezing temperature of materials. 5. **WALT:** explain that some materials change state when they are heated or cooled; use the scientific vocabulary (i.e., freezing, evaporation, and condensation) to do this. 6. **WALT:** identify the part played by evaporation and condensation in the water cycle. 7. **WALT:** make observations and draw conclusions from our investigative work; make connections with our scientific knowledge and understanding of the water cycle. 8. **WALT:** associate the rate of evaporation with temperature by conducting a comparative investigation (e.g., drying clothes). 9. **WALT:** plan and conduct an investigation into evaporation and condensation in the water cycle (e.g., water cycle in a bag). 10. **WALT:** create diagrams of the water cycle to assist oral explanation. 11. **WALT:** review and refine predictions based on evidence from investigative work. 12. **WALT:** understand how changes in state (e.g., evaporation) can be observed and recorded over time. 13. **WALT:** apply knowledge of evaporation to explain real-life scenarios (e.g., puddles disappearing or drying clothes). 14. **WALT:** summarize and explain key scientific ideas about states of matter and the water cycle. 15. **WALT:** reflect on and assess our learning through written and verbal explanations.	Evaporation, Condensation, Precipitation, Transpiration, Run-off, Particles, Solid, Liquid, Gas	
4	**Local Study: Southville Then and Now** What was Southville	*Builds on*: Year 1's "My School" and Year 3's "Oh Grow Up!" by revisiting local geography	**Locational Knowledge:** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?	**What was Southville like in the past and how can we find out?** 1. **WALT**: ask geographical questions. 2. **WALT**: generate investigable questions to help us build knowledge of places and people.	**Tier 2:** map, data, evidence, feature, observe, compare, measure, sketch, change,	North Street Trip Theatre Production Visit

	like in the past and how can we find out?	with a historical lens and applying advanced fieldwork and mapping skills.	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Place Knowledge:** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Geographical Skills and Fieldwork**: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies • 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	• **Builds knowledge** of places, people, environments and processes • **Considers the impact** of human and geography on the environment • **Compares** the geography of Bristol with other places in the world (zooming in and out) • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	3. **WALT**: study a significant aspect of local history, such as a historical event, person, or place, to understand the history of the area in which they live; use primary and secondary sources to investigate and develop a deeper understanding of the local area's past. 4. **WALT**: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. 5. **WALT**: reflect on our fieldwork. 6. **WALT**: use sketching to record and present the human and physical features in the local area. 7. **WALT**: reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area? 8. **WALT**: reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area?	similarity, difference, question, location, record, present, trail, notice, compare, planning, landmark **Tier 3**: aerial photo, compass, street directory, fieldwork, colliery, tannery, brewery, mill, human features, physical features, North Street, heritage trail, base map, historical map, modern map, scale, grid reference, sketch map, land use, Ordnance Survey	
4	**Espana (incl Andalusia)** What are the human and physical features of Spain and how do they compare to where we live?	*Builds on*: Year 2's "4500 Miles Away" and Year 3's "Ends of the Earth" by comparing to a European country and applying compass/grid/mappin	**Locational knowledge** • locate the world's countries, using maps to focus on Europe, concentrating on their • environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region in a European country	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes	**What are the human and physical features of Spain and how do they compare to where we live?** 1. **WALT**: Locate Spain and its regions on a map. 2. **WALT**: Research and present physical aspects of Spain. 3. **WALT**: Research and present human aspects of Spain. 4. **WALT**: Use maps, atlases, globes and digital/computer mapping to explore	**Tier 2**: region, distance, environment, population, comparison, economy, natural resources, capital, culture, border, nation, world, globe, province, urban, rural,	

		g skills to new terrain.	**Human and physical geography** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. • 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 to build their knowledge of the wider world.	• **Considers the impact** of human and geography on the environment • **Compares** the geography of Bristol with other places in the world (zooming in and out) • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	Andalucia (including compass/grid references/symbols and keys). 5. **WALT**: Explain the key aspects of the physical geography of Andalucia. 6. **WALT**: Explain the key aspects of the human geography of Andalucia. 7. **WALT**: Identify similarities and differences (of human and physical geography) of the South-West of England and Andalucia. 8. **WALT**: Make comparisons between different countries and regions (Alaska, Andalucia, Bristol).	settlement, environment **Tier 3:** physical geography, human geography, land use, economic activity, topographical features, climate zone, soil, vegetation, biome, coordinates, latitude, longitude, equator, hemisphere, atlas, sketch map, annotation, landmark, key, symbol, continent	
5	**New York, New York** Bristol /New York: What's the same? What's different?	*Builds on*: Year 2's "4500 Miles Away" and Year 4's "Espana" by continuing comparative global study, introducing latitude/longitude/time zones, and deepening physical/hu	**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 • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes and makes connections between them	**Bristol /New York: What's the same? What's different?** 1. **WALT**; identify where NY and Bristol are in the world 2. **WALT**: locate the world's countries using atlases focusing on countries and major cities 3. **WALT**: identify the states within North America 4. **WALT**: gather knowledge about life in different states in America 5. **WALT**: think about what we know and what we would like to find out	**Tier 2:** region, compare, comparison, climate, time zone, continent, natural **Tier 3:** human geography, physical geography, longitude, latitude, topography,	

		man geography.	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 in **North** or South America **Geographical Skills and Fieldwork:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	6. **WALT:** identify the countries of North America 7. **WALT**: about the physical geography of Bristol 8. **WALT**: about the physical geography of New York 9. **WALT** use evidence (weather, climate, landscape, plants and animals) to identify and compare the biomes of NYC and Bristol. 10. **WALT**: about the human geography of Bristol 11. **WALT**: about the human geography of New York 12. **WALT**: compare the human and physical geography of New York and Bristol 13. **WALT**: compare time zones in the UK and USA 14. **WALT:** identify the lines at latitude and longitude on the globe	biome, climate zones	
5	**Life on Earth** How is our local environment affected by human activity — and what can we do about it?	*Builds on*: Year 4's "Local Study", Year 2's "Amazon Adventure", and Year 3's "Ends of the Earth" by consolidating map, fieldwork, and data skills to explore climate change and sustainability.	**Geographical Skills and Fieldwork:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • understand geographical similarities and differences through the study of human and physical geography • Identify some human activities contributing to climate change.	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compares** the geography of Bristol with other places	**How is our local environment affected by human activity- and what can we do about it?** 1. **WALT:** understand why geographers do fieldwork and how local environments are affected by human activity and climate change 2. . **WALT:** carry out fieldwork to observe and record the impact of human activity on the local environment 3. **WALT:** analyse and interpret fieldwork data, identifying patterns and environmental concerns 4. **WALT:** present geographical findings clearly and suggest local actions to protect the environment	**Tier 2:** environment, local, affect, change, improve, problem, solution, data, evidence, compare, conclusion **Tier 3**: climate change, carbon footprint, pollution, emissions, renewable, sustainability, deforestation, fieldwork,	

				in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing		human features, physical features	

6	**Mysterious Mayans** How did the geography of Mesoamerica influence the development and culture of the ancient Maya civilization?	*Builds on*: Year 2's "4500 Miles Away", Year 4's "Splash!" and "Espana", and Year 5's "New York, New York" by applying knowledge of world geography, physical/human geography, and trade to a historical civilization; compares past and present settlements and develops advanced mapping, data, and geographical reasoning skills to explore how geography shaped Mayan culture and sustainability.	**Locational knowledge** • Locate central America on a map. • Physical geography of landscapes of Maya habitats (northern and central lowlands and southern highlands - influences of human geography (farming, trading)) • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils(Central America) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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, numerical and quantitative skills and writing at length. • 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 • 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	• **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? • **Builds knowledge** of places, people, environments and processes and makes connections between them • **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing	**How did the geography of Mesoamerica influence the development and culture of the ancient Maya civilization?** 1. **WALT**: use an atlas to locate ancient Maya cities in mesoamerica 2. **WALT**: explore the physical geography of mesoamerica 3. **WALT**: explore the key features of a typical Maya city-state 4. **WALT**: compare the geographical features of an ancient maya and anglo-saxon settlement 5. **WALT**: explore how the physical geography (landscape) of the Maya affected trade 6. **WALT**: consider how Maya settlers adapted to live in the rainforest environment 7. **WALT**: explore how the physical geography of the Maya civilization affected their farming techniques 8. **WALT**: understand how the Maya grew chocolate and how it influenced their culture 9. **WALT**: use our geographical knowledge of ancient Maya to create a trading strategy game 10. **WALT**: use our geographical knowledge of ancient Maya to create a trading strategy game (continued)	**Tier 2**: human geography, physical geography, settlement, trade, economy, climate, rainforest, jungle, resources, farming, building, transportation, adapt, compare, environment, landscape, influence **Tier 3:** biome, Mesoamerica, cacao, chocolate, city-state, Northern Lowlands, Central Lowlands, Southern Highlands, Tikal, Chichén Itzá, Palenque, Copán, Yaxchilán, Uxmal, Coba, Calakmul, Xunantunich	