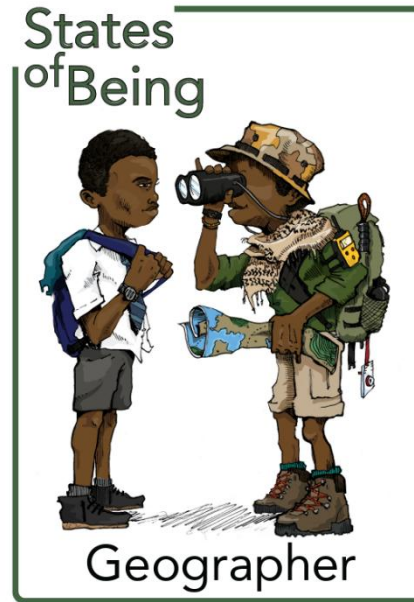


Intent and curriculum approach:

- We believe the best way to make geography relevant to the children is to initially focus on their local area. By exploring Bristol, the city they live in, the children can learn to think critically about how cities grow and how people can care for the places they live in. Once children are familiar with the geographical features of their local area, they can compare it to other areas in Europe and the world.
- Throughout enquiries, learners revisit their geographical skills including locational knowledge, place knowledge, understanding of human and physical geographical features and finally their map and fieldwork skills.



Being a Geographer Teaching and Learning Approach:

- In geographer, all lessons use PRR to ensure that learners have the required knowledge to progress in the lesson.
- Locational knowledge is shared at the start of an enquiry and recapped regularly throughout the enquiry in a relevant context.
- Vocabulary is taught explicitly one word at time.
- Being a geographer is assessed through responsive teaching, whiteboard work (including PRR, vocabulary key knowledge), correcting misconceptions in the moment, carousel quizzes and end of enquiry outcomes. Reading comprehensions are used to allow for retrieval.
- Knowledge organisers are used to support home learning and inform parents and carers of the content covered as a geographer. They provide standard definitions for vocabulary.

EYFS - Geographer

Enquiries	Where do we call home? (T4)	How do we travel around? (T5)
<p>Early Years Foundation Stage</p>	<p><u>Understanding the World</u> People, culture, communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 	<p><u>Understanding the World</u> Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>People, culture, communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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
<p>Key Knowledge</p>	<p>Local – very close to where we live Environment – the area where we live Bristol is a city. Our school is in Filton. Local shops in our area include X shop sells ... Library – a place where books can be read and borrowed</p>	<p>Travel - how you get from one place to another. Environment – the area where we live Pollution – harmful gases and smoke in our environment Island – a piece of land surrounded by water. Air transportation – different ways of travelling through the air (aeroplanes, helicopter, hot-air balloon) Older – from a long time ago</p>
<p>Key Vocabulary</p>	<p>Address – Number names, Street, City, Town Map Bristol, Filton, local, leisure Home, library, butcher, baker, greengrocer, newsagent, chemist, florist, barber Similarity, difference</p>	<p>travel, transport, transportation environment, pollution, Bristol, Filton, country, island, ocean, Old/older/oldest, history, past</p>

Year 1				
Year 1	Where is my school?			
	Context setting: This enquiry sets up the geographical knowledge students need for subsequent year groups.			
	Locational Knowledge	UK Map: Identify the UK's 4 countries – England, Scotland, Wales and Northern Ireland and their capitals (London, Cardiff, Edinburgh, Belfast) World Map: Identify the UK, Identify Somalia	<ul style="list-style-type: none"> My school is in the city of Bristol. Bristol is in England in Europe. 	R: England, city, country <u>New:</u> Scotland, Wales, Northern Ireland London, Cardiff, Edinburgh, Belfast
	Place Knowledge	Explore UK localities and generate words to describe it, repeat with non-European country (both human and physical) and compare – Somalia	<ul style="list-style-type: none"> Identify that Bristol is in England and Mogadishu is in Somalia in Africa. 	<u>New:</u> River, mountains, buildings, roads
	Human and Physical	Looking at the physical and human features of where they live	<ul style="list-style-type: none"> Physical and human features change depending on the country. A human feature is built by people e.g. houses, roads and bridges A physical feature is natural and would occur without humans around e.g. seas, mountains, rivers. Aerial images (google maps) can help us to identify human and physical features. We can compare this to a map. Locality is an area or region 	R: man-made, natural <u>New:</u> Human feature, physical feature
Geographical skills and Fieldwork	Compass direction (NSEW) locational and directional language (near, far, left, right) Describe the location of features and routes on a map Use world map to locate the UK Local walk to identify features of the area. Following a simple map. Locate school on a map. Thinking about soundscapes of the local environment. Represent locality on a simple map; use basic symbols in a key (classroom/school)	<ul style="list-style-type: none"> Maps need keys to decode them A symbol on a map can represent something in real life An area can be shown on a map. A key is a list of symbols that appear on a map. A compass has North, South, East and West. A compass shows direction. <p>CHECK</p>	R: map, position, direction, forwards, backwards, left, right <u>New:</u> near, far, North, East, South, West, compass, representation, key, symbols	
How does my city change?				
Context setting: This enquiry looks at seasons and changes in weather. Taught at the relevant times of year.				
Locational Knowledge				
Place Knowledge				
Human and Physical	Identify seasonal changes, thinking about how the weather changes daily and in different seasons.	<ul style="list-style-type: none"> There are 4 seasons – Spring, Summer, Autumn and Winter 	<u>New:</u>	

			seasons, weather, climate differences / changes, Spring, Summer, Autumn, Winter
Geographical skills and Fieldwork	Looking for signs of the different seasons Studying plants and trees and observing how they change Observing weather		
How do we move around?			
Context setting: This enquiry touches on land use and human features in an introductory way			
Locational Knowledge			
Place Knowledge			
Human and Physical		<ul style="list-style-type: none"> • A human feature is built by people e.g. houses, roads and bridges • A physical feature is natural and would occur without humans around e.g. seas, mountains, rivers. • Locality is an area or region 	<u>New:</u> human feature, physical feature
Geographical skills and Fieldwork	local walk around school– thinking about things that move around them		
What grows near me?			
Context setting: This enquiry looks at what can grow in our locality and compares urban and rural environments			
Locational Knowledge			
Place Knowledge			
Human and Physical	Comparing photographs of rural and urban areas	<ul style="list-style-type: none"> • Physical features are natural. • Human features are made by people. • Geographers look closely at the world around them. • Geographers use fieldwork to find things out. 	<u>R:</u> city, town <u>New:</u> soil, vegetation, season, forest and weather, and farm
Geographical skills and Fieldwork	Observing different plants and trees. Visiting a park/allotment/green area to observe what grows nearby – drawing their findings Use aerial photographs and perspectives to observe physical and human features		

Year 2				
Year 2	<p align="center">What is life like in Bristol?</p> <p align="center">Context setting: This enquiry is all about locating our school in the local area and identifying the geographical features of the area.</p>			
	<p>Locational Knowledge</p>	<p>UK Map: Identify the UK's 4 countries – England, Scotland, Wales and Northern Ireland and their capitals (Y1) World Map: Identify the UK (Y1)</p>	<ul style="list-style-type: none"> • A continent is a large land mass • My school is in the city of Bristol. Bristol is in England. (Y1) • Bristol is a city in the United Kingdom. • Bristol is in the Southwest of England. • 	<p><u>R</u>: country, city <u>New</u>: Continents: North America, South America, Europe, Africa, Asia, Australia, Antarctica Oceans: Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean</p>
	<p>Place Knowledge</p>		<ul style="list-style-type: none"> • Bristol and Cardiff are cities in the United Kingdom. • Cardiff Castle is a human feature. • Cardiff Bay – a human feature near the water. • River Taff – a physical feature, a natural river flowing through the city. 	<p><u>Y1</u>: weather <u>New</u>: Climate, location, landscape, environment, hot, cold, variable climate</p>
	<p>Human and Physical</p>	<p>Identifying and comparing the physical and human features of Bristol and Cardiff.</p>	<ul style="list-style-type: none"> • A geographer is an expert who studies human and physical features of the world. • Locality is an area or region • Physical features around Bristol: <ul style="list-style-type: none"> -River Avon – a natural river. - Avon Gorge – a deep valley created by the river. - Nearby coast – close to where the land meets the sea. • Bristol is a busy city with human features. • Cities have many human features (things built by people) such as houses, roads, bridges and shops. • Landmarks are human features (built by people). • Landmarks can be bridges, ships, buildings, or special structures. • Landmarks can be shown on a map or photos. • Bristol's landmarks include the Clifton Suspension Bridge, SS Great Britain. • That Bristol has roads, bridges, and waterways that help people move around. • People in Bristol can travel by bus, train, car, bicycle, and boat. • Some key transport locations in Bristol: Bristol Bridge, Floating Harbour, Temple Meads station. 	<p><u>R</u>: city, town, house <u>Y1</u>: farm, season, weather, soil, house <u>New</u>: beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, valley village, factory, office, port, harbour and shop rural and urban</p>

Geographical skills and Fieldwork	Use world map, atlases and globes to locate the UK and other countries relevant to enquiry Use a local map of the school Use compass directions (NSEW)	<ul style="list-style-type: none"> • A key is a list of symbols that appear on a map. • A compass shows direction using has North, South, East and West. • Maps help us to identify and name green spaces 	atlas
What is home?			
Context setting: This enquiry looks at animals and their habitats, considering how their environment affects them.			
Locational Knowledge	World map: Locate different habitats (polar, desert, rainforest, ocean, woodland)		
Place Knowledge	Children Using atlases/Google Maps, learners find out about different geographical regions of the world (using NSEW/compass language) Children identify if humans live in these areas.	<ul style="list-style-type: none"> • A compass has North, South, East and West. This helps us to orientate a map (Y1) 	<u>New:</u> Climate
Human and Physical	Identify human and physical features of different habitats e.g. climate, topography, settlement.	<ul style="list-style-type: none"> • Knowledge about the habitats e.g. Polar habitats are in the extreme north and south of the world. • Polar habitats are very cold. • The Arctic in the North is made of ice sheets and no land. • The Antarctic is in the south where land is covered by thick sheets of ice. 	
Geographical skills and Fieldwork	Use world maps to locate different climate regions (polar, desert, rainforest, ocean, woodland, jungle,) using compass directions (NSEW)		<u>Y1:</u> North, South, East, West <u>New:</u> Polar, desert, rainforest, ocean, woodland, jungle,
How will I get around in the future?			
Context setting: This enquiry requires children to think about transport in the past and how this will change in the future.			
Locational Knowledge	UK map: Locate 4 countries and capital cities (Y1) UK map: Locate Irish Sea, North Sea, English Channel, Celtic Sea World map: Locate 7 continents and 5 oceans World map: Name and locate France, Italy and Somalia (Y1) identify their related continents	<ul style="list-style-type: none"> • The UK is an island, so we must use sea or air transport to travel to other countries. 	<u>Y1:</u> England, Scotland, Wales, northern Ireland <u>New:</u> Seas: Irish Sea, North Sea, English Channel, Celtic Sea Continents: North America, South America, Europe, Africa, Asia, Australia, Antarctica Oceans: Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean
Place Knowledge			
Human and Physical	Describe human and physical features linked to transport		
Geographical skills and Fieldwork	Use Google maps and aerial photographs to plot journey across the world.	<ul style="list-style-type: none"> • A compass has North, South, East and West. This helps us to orientate a map. (Y1) 	<u>R:</u> map, position, direction, forwards, backwards, left, right <u>Y1:</u>

	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.		North, South, East, West near, far, compass, key, symbols, forwards, backwards, features
How do plants grow near me?			
Context setting: This enquiry uses prior knowledge of plants in year 1 to understand how climate can affect their growth			
Locational Knowledge	World map: identify 7 continents and 5 oceans	<ul style="list-style-type: none"> continent – large land mass Ocean-large expanse of sea There are 7 continents and 5 oceans Climate-weather 	<u>New:</u> Seas: Irish Sea, North Sea, English Channel, Celtic Sea Continents: North America, South America, Europe, Africa, Asia, Australia, Antarctica Oceans: Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean
Place Knowledge		<ul style="list-style-type: none"> Climate influences the growth of a plant Different climates exist in different parts of the world 	<u>New:</u> variable climate, environment
Human and Physical	Identify and locate hot and cold areas of the world in relation to the Equator and North and South Poles	<ul style="list-style-type: none"> The North Pole is the Earth's northernmost point. The South Pole is the southernmost point and is on the opposite end to the North Pole. It is cold at the North and South Pole. The Equator is an imaginary circle around Earth. It divides Earth into two equal parts It is hot all year round on the Equator 	<u>New:</u> Equator, North Pole, South Pole,
Geographical skills and Fieldwork	Use a world map to locate continents and oceans, Equator and North and South Poles and locate different areas e.g. polar, desert, tropical, rainforest, ocean, woodland, jungle, savannah		Atlas

Year 3			
Year 3	Where does darkness come from?		
	Context setting: primarily scientist and artist enquiry looking at the absence of light. Applied to Geographer and countries where they have days where it is only light and days where it is only dark.		
	Locational Knowledge	World map: Name and locate the Equator, Arctic and Antarctic circles. World map: Locate 7 continents and 5 oceans (Y2)	<ul style="list-style-type: none"> It is cold in the Arctic and Antarctic circles The Arctic and Antarctic circles are lines of latitude around the earth that surround the North and South Poles. The North Pole is the Earth's northernmost point. The South Pole is the southernmost point and is on the opposite end to the North Pole. (Y2) It is cold at the North and South Pole. (Y2) The Equator is an imaginary circle around Earth. It divides Earth into two equal parts (Y2) It is hot all year round on the Equator (Y2)
	Place Knowledge		
	Human and Physical		
Geographical skills and Fieldwork	Use world map to locate the Equator, Arctic and Antarctic circles.		
What is underneath our feet?			
Context setting: This enquiry looks at volcanoes and earthquakes, thinking about how rocks are formed A geographer is an expert who studies the physical and human features of the world.			
Locational Knowledge	World map: Name and locate the 7 continents and 5 oceans (Y2) World Map: Locate Somalia and identify that Somalia is in Africa (Y1) World map: Locate the Ring of Fire UK Map: Identify the UK's 4 countries – England, Scotland, Wales and Northern Ireland and their capitals (Y1) RECAP		Y2: Continents: North America, South America, Europe, Africa, Asia, Australia, Antarctica Oceans: Arctic ocean, Pacific ocean, Atlantic ocean, Indian ocean, Antarctic ocean
Place Knowledge			
Human and Physical	Learners understand what the Earth is made of. They explore tectonic plates and how they affect the world. They consider how volcanoes and earthquakes occur and the effect they have on peoples' lives.	<ul style="list-style-type: none"> A geographer is an expert who studies the physical and human features of the world. The Earth is made of three layers – the crust, the mantle, the core The crust is an outer solid layer The mantle is the widest layer of the earth. The outer core is a liquid layer, the inner core is solid 	New: Mantle, inner/outer core, tectonic plates, volcanoes, earthquakes, magma, lava,

			<ul style="list-style-type: none"> • Tectonic plates fit together like a puzzle. • Volcanoes and earthquakes occur when tectonic plates move. • Tectonic activity (volcanoes and earthquakes) occurs at the boundaries of the plates. • An earthquake is a sudden violent shaking of the ground caused by movements within the earth's crust. • The Ring of Fire is a region in Pacific Ocean where many volcanic eruptions and earthquakes occur. • A volcano is a mountain or vent that can let out hot gasses, ash and lava. • Many volcanoes are also mountains. • Volcanoes and earthquakes can change land and affect people's lives. 	
Geographical skills and Fieldwork	Use a world map to locate the Pacific Ring of Fire, to re-cap locational knowledge and to locate different volcanoes around the world.			
How do plants die?				
Context: This enquiry explores how different things survive in different parts of the world and why, focusing on biomes				
Locational Knowledge	World map: Name and locate the Equator, Arctic and Antarctic circles. World map: Name and locate the Tropics of Cancer and Capricorn World map: Locate different biomes		<ul style="list-style-type: none"> • It is cold in the Arctic and Antarctic circles • The Arctic and Antarctic circles are lines of latitude around the earth that surround the North and South Poles. • The North Pole is the Earth's northernmost point. The South Pole is the southernmost point and is on the opposite end to the North Pole. (Y2) • It is cold at the North and South Pole. (Y2) • The Equator is an imaginary circle around Earth. It divides Earth into two equal parts (Y2) • It is hot all year round on the Equator (Y2) 	<u>Y2:</u> North/South pole <u>New:</u> Tropic of Cancer Tropic of Capricorn
Place Knowledge				
Human and Physical	Understand the features of the main world biomes		<ul style="list-style-type: none"> • Biomes: A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there • Plants (vegetation) varies depending on its location (biome) • Grassland biomes have large open areas dominated by grasses. • Aquatic biomes are flowing bodies of water such as rivers (freshwater) and oceans (marine) • Tundra biomes are very cold and have simple plants such as moss, lichen, grasses 	<u>New:</u> Biome, climate, , grassland, desert, forest, tundra, aquatic,

		<ul style="list-style-type: none"> Desert biomes are hot and dry such as the Sahara Desert. A forest biome has many trees and plants. 	
Geographical skills and Fieldwork	Use a world map to locate biomes and other locational knowledge		
Why did people travel in the past?			
Context: Primarily a historian enquiry, Children use maps to plot John Cabot's journey to America			
Locational Knowledge	UK map: Locate 4 countries and capital cities (Y1) UK map: Locate Irish Sea, North Sea, English Channel, Celtic Sea World Map: Locate Somalia and identify that Somalia is in Africa (Y1) World Map: Locate India and identify that India is in Asia (Y2) World map: Name and locate the 7 continents and 5 oceans (Y2) World Map: Name and locate France, Italy and identify their related continents (Y2) World Map: Locate Canada, USA and Brazil and identify their related continents World map: Name and locate the Tropics of Cancer and Capricorn World map: Name and locate the Northern and Southern Hemisphere World map: Name and locate the Equator (Y2), Arctic and Antarctic circles	<ul style="list-style-type: none"> World maps have changed over time. Maps have become more detailed and accurate. Technology and modes of transport have enabled to map more accurately and precisely. 	Equator New: N/S hemisphere, Arctic and Antarctic
Place Knowledge			
Human and Physical	Understand that people travel for different reasons.	<ul style="list-style-type: none"> Journeys normally have a purpose, for example, travel to work, school, holiday, for your job, to see the world 	
Geographical skills and Fieldwork	Using maps and atlases to locate key locations from John Cabot's voyage (countries, key cities, etc.)		R: map Y2: atlas
How can we find out about people from the past?			
Context: primarily a historian enquiry, children use maps to find out about the past			
Locational Knowledge			
Place Knowledge			
Human and Physical	Using maps to find out about the past – how maps change over time due to changes in human geography	<ul style="list-style-type: none"> Maps show us how places have changed over time. 	map
Geographical skills and Fieldwork			

Year 4				
Year 4	Why do we live here? Context: This enquiry looks at settlements and use of land.			
	Locational Knowledge	UK map: Locate Bristol and the county it is in. UK map: Locate the counties: Somerset, N/S Gloucestershire, Wiltshire, Devon, Dorset, Cornwall World map: Locate Pakistan, India and China (Indus Valley) World map: Locate Nigeria in Africa (Kingdom of Benin) Introduce main rivers: Avon/Frome, Severn (perhaps on larger maps), Indus River Deserts of the world (Y3): Sahara/Kalahari/Antarctica/ (link to Biomes)	<ul style="list-style-type: none"> County is a specific area of a country 	<u>New:</u> county
	Place Knowledge	Compare modern day settlements with Ancient Civilisations (Indus Valley and Kingdom of Benin)	<ul style="list-style-type: none"> People settled in the Indus Valley because: Fertile land (river) Available food (agriculture irrigated from the river) Available water source (river) Protection from invaders (mountain ranges, surrounded by Arabian sea), Trade with Persia, Mesopotamia and China 	
	Human and Physical	Understand different types of settlements and compare the similarities and differences between them.	<ul style="list-style-type: none"> Physical features influence where people settle A settlement is a place where people live. Understand the differences between hamlet, village, town and city A hamlet is a very small settlement with just a group of houses. A village is a small settlement in a rural area. It has houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village but smaller than a city. They have many houses primary and secondary schools, sometimes having a railway station and a shopping centre. A city is larger than a town and must have a cathedral. They also have hospitals, sports centres, universities, shops, offices and many places for people to live. People need certain things to be able to live in an area: houses, transport links (roads/railways), amenities (shops, doctors etc), Physical features that don't affect these things. 	<u>Y2:</u> Village, woodland, river, valley, coast, mountain <u>New:</u> Rural, urban, population, settlement, civilisation, hamlet, village, city, town, farm,
	Geographical skills and Fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Use map to identify why people settled in Bristol initially. Complete a survey of Horfield during a walk of the local area. Use aerial maps to look at population density.	<ul style="list-style-type: none"> Aerial maps show population density. More human features are found in areas of higher population. Lower population= more inhabitable environment (mountains, floodplains, deserts, cold desert- Antarctic/arctic) Topography shows the shape of the land on a map. 	Population density

Where does water come from?			
Context: This enquiry looks at the water cycle, rivers and mountains			
Locational Knowledge	UK map: Locate River Thames (London, England) River Severn (Wales/England) River Avon (Bristol, England) River Wye UK map: Locate the Pennines in England the Grampians in Scotland. The Cambrian mountains in Wales	<ul style="list-style-type: none"> The River Avon flows through Bristol and out to the Severn Estuary. 	
Place Knowledge			
Human and Physical	Describe & understand key aspects of physical geography, including rivers and the water cycle Identify key topographical features including hills and rivers.	<ul style="list-style-type: none"> A river is a moving body of water that flows from its source to another body of water e.g. the sea Rivers have source, course and mouth A mountain is an area of land that is much higher than the land surrounding it. Water cycle – continuous movement of water within the Earth and atmosphere. Water is recycled repeatedly. Evaporation – sun heats water, turning it to water vapour (gas) Condensation – water vapour cools, turning into water droplets forming clouds Precipitation – water falls back to ground in form of rain, sleet or snow Accumulation – water runs over land collecting in lakes and river, running back to the sea 	Y2: Mountain, River <u>New:</u> Evaporation, Condensation, Water vapour, Source, Precipitation, Temperature
Geographical skills and Fieldwork	Use 8 points of a compass Use maps of the UK to locate mountain ranges and rivers.	<ul style="list-style-type: none"> Arunima Sinha is a present day explorer from India 	Topography
How can we switch off?			
Context: Primarily Scientist enquiry, children identify the distribution of natural resources.			
Locational Knowledge			
Place Knowledge			
Human and Physical	Use human and physical geography to describe the distribution of natural resources. Identify sources of renewable energy Identify ways in which we can save energy	<ul style="list-style-type: none"> Describe the distribution of natural resources including energy. Renewable energy comes from a source that does not run out when used, such as wind or solar power. Non-renewable energy comes from sources that is finite (will run out) e.g. coal, oil, gas Wind is a source of energy. 	Energy Resources, renewable/ non-renewable

		<ul style="list-style-type: none"> • Wind turbines use wind energy to do work. • Blade design affects how well a turbine works. • Testing and improving is important in engineering. • Real-world inspiration can help design ideas. • Renewable energy is energy that doesn't run out. 	
Geographical skills and Fieldwork	Use maps to identify where energy is most used (dark site finder)		
Who has stood here before us? Context: Primarily Historian Enquiry, children look at previous invasions and settlements.			
Locational Knowledge	UK Map: Identify the UK's 4 countries – England, Scotland, Wales and Northern Ireland and their capitals (London, Cardiff, Edinburgh, Belfast) (Y1) UK map: Locate Bristol and the county it is in (Y2) UK map: Locate the counties: Somerset, N/S Gloucestershire, Wiltshire, Devon, Dorset, Cornwall		
Place Knowledge			
Human and Physical			
Geographical skills and Fieldwork	Use UK and world maps to locate settlements.		

Year 5				
Year 5	<p align="center">What does the Earth look like from the solar system?</p> <p align="center">Context: Primarily Scientist enquiry, children look at the bigger picture of the Earth in space.</p>			
	Locational Knowledge	World map: Locate Equator, N/S hemisphere, Tropics of Cancer and Capricorn (Y3)	<ul style="list-style-type: none"> • Hemisphere is half a sphere. • Places north of the equator are part of the Northern Hemisphere. • Places south of the equator are in the Southern Hemisphere. 	
	Place Knowledge			
	Human and Physical			
	Geographical skills and Fieldwork	Use atlases and google maps to view the world		
	<p align="center">Who is trading with whom?</p> <p align="center">Context: This enquiry looks at countries that trade with each other depending on their resources.</p>			
	Locational Knowledge	World map: Label triangular trade.		
	Place Knowledge	Understand where natural resources occur and why.		
	Human and Physical	Describe aspects of human Geography: what is trade? What are the trade links between different countries. trade links and fair trade.	<ul style="list-style-type: none"> • Trade: The act or instance of buying and selling goods and services. • Fair trade: Fair trade means that producers receive a guaranteed and fair price for their products, regardless of the price on the world market. 	Trade, fair trade Import/Export Port Y1
	Geographical skills and Fieldwork	Use maps to show trade links and where Merchant venturers went. Use maps to locate where resources can be found.		
	<p align="center">Where is our twin?</p> <p align="center">Context: This enquiry looks at the similarities between Bristol and its twin cities</p>			
	Locational Knowledge	World map: Locate equator, N/S hemisphere, Greenwich Meridian, E/W hemispheres, time zones World map: Locate some twin cities of Bristol- Bordeaux, France, Guangzhou in China , Porto in Portugal, Hannover in Germany, Tbilisi in Georgia, Puerto Morazan in Nicaragua, Beira in Mozambique and	<ul style="list-style-type: none"> • Time zone: a range of longitudes where a common standard time is used. • Latitude and longitude are imaginary lines used to locate places on Earth. • Lines of latitude measure how far north or south a place is from the Equator. 	Y2: continent Y3: Equator, hemisphere

			<ul style="list-style-type: none"> • Lines of longitude measure how far east or west a place is from the Prime Meridian. • The Equator is at 0° latitude and divides the Earth into the Northern and Southern Hemispheres. • The Prime (Greenwich) Meridian is at 0° longitude and runs through London. • The Tropic of Cancer and Tropic of Capricorn mark important lines of latitude linked to climate. • The Earth rotates on its axis once every 24 hours. • When one side of the Earth faces the Sun, it is daytime; the opposite side is night-time. • The world is divided into 24 time zones, roughly one for each hour of the day. • Time zones are based on lines of longitude (meridians). • Places east of the Prime Meridian are ahead of UK time; places west are behind UK time. • Some large countries use more than one time zone. 	
Place Knowledge	Compare similarities and differences with human and physical features of Bristol and twin cities.		<ul style="list-style-type: none"> • Bristol is a city in the southwest of England, with the River Avon, hilly landscapes, and a diverse population. • Bordeaux is a city in southwest France, on the Garonne River, near the Atlantic coast. <ul style="list-style-type: none"> • Physical features: rivers, coastline proximity, hills, urban areas, climate (temperate, oceanic). • Human features: population size and density, cultural landmarks, festivals, local food, religion. • Guangzhou is a major city in southern China, located on the Pearl River, near the South China Sea. <ul style="list-style-type: none"> • Physical features: Pearl River, urban landscape, subtropical climate, coastal proximity, hilly surroundings. • Human features: large population, trade/port activities, cultural landmarks, festivals, religion, food. 	
Human and Physical	Learners compare: Weather and climate, Landscape, Population, Faith, community & culture inc. food.		<ul style="list-style-type: none"> • Geographer: An expert who studies the physical and human features of the world. • Twinning links cities in different countries to share culture, ideas, and learning opportunities. • Understanding culture helps geographers see how people live, work, and connect globally. • Twin towns are created to: <ul style="list-style-type: none"> • Share culture and learning • Foster international friendship • Learn about geography and history of another place 	<p>R:Town, city, country</p> <p>Y1: Human feature, Physical feature</p> <p>Y4:Population, Rural, urban, topography</p>

		<ul style="list-style-type: none"> Bristol has twin towns around the world for cultural, economic, and historical reasons. 	<p>Landscape – The features of land, such as hills, rivers, and buildings.</p> <p>Climate – The weather conditions of a place over a long period.</p> <p>Harbour – A place near water where ships and boats dock.</p> <p>Trade – The buying and selling of goods between different places.</p> <p>Twin Town – A town that has a special link with another town in a different country.</p> <p>Exchange – A way for people from different places to share experiences.</p> <p>Community – A group of people living in the same area.</p> <p>Cooperation – Working together towards a common goal.</p>
Geographical skills and Fieldwork	Use maps to locate Bristol and its twin cities. Use graphs to identify changes in temperature and rainfall. Use relief maps to compare two contrasting twin countries. Plot our twin towns onto a world map by using lines of longitude and latitude.	To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.	Y3: Latitude New: Longitude
How can you show what you believe in?			
Locational Knowledge	World map: Locate Central America, N/S hemispheres, Equator World map: Locate Egypt and the River Nile World map: Locate Guatemala		
Place Knowledge			
Human and Physical			
Geographical skills and Fieldwork	Use world maps to locate ancient civilisation settlements of Mayans and Egyptians.		
How are we helping to save our planet?			

	Locational Knowledge	World map: Locate the amazon rainforest		
	Place Knowledge			
	Human and Physical	Learners to identify how what we use/eat and land use can affect habitats in the UK and in the Amazon	<ul style="list-style-type: none"> • Five main land use types: recreational, transport, agricultural, residential, commercial/industrial. 	Land use Habitat
	Geographical skills and Fieldwork			

Year 6				
Year 6	Where does our food really come from?			
	Locational Knowledge	UK map: Locate countries and capitals (Y1) UK map: Locate Bristol UK map: Locate counties of the UK: Somerset, N/S Gloucestershire, Wiltshire, Devon, Dorset, Cornwall World map: Identify the UK, Somalia World Map: Identify the 7 continents and the 5 oceans World map: Name and locate the Equator, Arctic and Antarctic circles. World map: Name and locate the Tropics of Cancer and Capricorn	Y2:Continents, Oceans Y3:Equator, Arctic and Antarctic circles. Tropics of Cancer and Capricorn N/S hemisphere	
	Place Knowledge	Look at where food originates from. Describe the climate, rainfall, agriculture and other physical characteristics of the country (European and non-European). Explore food miles and how far food has travelled from its country of origin.	<ul style="list-style-type: none"> Seasonality is when things change depending on the season e.g. what food can be grown Countries in hot, tropical climates (around the equator) do not have seasons and can grow food all year round. Our climate is seasonal (Y1) and food can only be grown in the spring/summer months 	Y1:seasons Y2:Climate Y4: Seasonality
	Human and Physical	Understand seasonality and why some foods cannot be grown in the UK due to climate and land use.	<ul style="list-style-type: none"> Human geography: types of settlement, and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Import: Purchasing goods or services from overseas and bringing them into another country. Export: Selling goods or services to other countries overseas Sustainability is to maintain our environment and protect it for future generations. Fair trade is when a fair price is paid to a producer in a developing country. 	Land use Y5: sustainability New: import, export Production/ distribution
	Geographical skills and Fieldwork	Use 8 points of a compass and 6 figure grid references to locate cities in the UK.	<ul style="list-style-type: none"> Grid references use letters and numbers to give a precise location on a map. 8-point compass points give more specific directions 	Grid reference
How were lives changed forever in Bristol during WW1?				
Locational Knowledge	World map: Locate France, Great Britain and Germany on a map of the world	<ul style="list-style-type: none"> Great Britain, France and Germany are in Europe 		
Place Knowledge				

	Human and Physical			
	Geographical skills and Fieldwork			
	How can we all live together?			
	Locational Knowledge	World map: Locate Greece Locate Mediterranean Sea Locate where Ancient Greece reached	<ul style="list-style-type: none"> • Greece is in Europe • Ancient Greece covered Europe, Africa and Asia 	
	Place Knowledge			
	Human and Physical	Greece's physical geography — rugged mountains and thousands of islands — acted as barriers that kept regions separate and helped form many city-states instead of one large nation.		
Geographical skills and Fieldwork				