Year 3 Geography Medium Term Overview			
Topic	**Autumn 2** **Home and Away**	**Spring 1** **A Peachy Adventure**	**Summer 1** **What Lies Beneath?**
Unit and Outcome	**Totton compared to Mousehole** Children learn about the counties and regions that make up England. They explore the human and physical features of the South West region in greater detail before comparing Totton and Mousehole. **Big Geographical Question:** *To what degree are all the parts of the United Kingdom the same?* L1. 9 regions of England and the counties/cities they contain. L2. The South West Region - the physical/human features that it contains (skills: using a key and grid references) L3. Fieldtrip that explores land use in Totton - skills: compass use, observe, record and present human features L4. Compare land use in Totton and Mousehole - unpicking how two settlements of fairly similar sizes have very different distributions of land use.	**New York compared to London** Children explore the journey of the peach to New York city in North America and compare the urban settlements of New York and London. **Big Geographical Question:** *How does New York compare to London?* L1. Consolidate continents and oceans knowledge from Y2. Chn look at the route James took on the peach and use compass directions to consider where he would end up (continent/country/ocean) if he was blown off course in a certain direction. L2: Explore North America - countries and major cities. L3: Compare London and New York as urban settlements.	**Introduction to The Water Cycle** Children learn about the stages of The Water Cycle. **Big Geographical Question:** *Are we drinking the same water as the dinosaurs once did?*
Topic Specific Vocabulary	harbour	city	precipitation
Subject Specific Vocabulary	county	landmark	NA (only one lesson)
General Vocabulary	key	navigate	NA (only one lesson)
Prior Learning	**In KS1 pupils were taught:** <u>Locational knowledge</u> - name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u> - 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 <u>Human and physical geography</u> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> - 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 basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		

Later Learning	In Year 3, the children learn about urban settlements and land use when looking at New York compared to London. **A Peachy Adventure**	In Year 4, the children will learn about settlement and land use by exploring a region in the UK and a region in Europe when exploring The New Forest in the UK and The Black Forest in Germany. **Into The Woods** In Year 6, children will learn about The Rockies in North America when they learn about mountains. **Born to Survive**	In Year 4 they will revisit the water cycle when they learn about rivers while comparing the Amazon River and the River Test. **Mission Survival**
Year 3 National Curriculum Objectives	<u>Locational knowledge</u> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns <u>Place knowledge</u> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <u>Human and physical geography</u> Describe and understand key aspects of: - human geography including types of settlement and land use.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. <u>Locational knowledge</u> - Locate the world's countries, using maps to focus on North America, concentrating on their *(environmental regions, key physical and human characteristics - taught in Year 6)* countries, and major cities <u>Human and physical geography</u> Describe and understand key aspects of: - human geography including types of settlement and land use.	<u>Human and physical geography</u> Describe and understand key aspects of: - physical geography including the water cycle.
Essential Knowledge	• England is divided into 9 regions. • Each of the 9 regions of the United Kingdom are divided into counties. • A city is the largest type of settlement, containing lots of buildings and lots of people. • Totton is in the county of Hampshire in the South East of England. • Mousehole is in the county of Cornwall in the South West of England. • Physical features (like seas, mountains and rivers) are natural. • Human features (like houses, roads and bridges) have been built by people.	• North America is the third largest continent in the world. • The largest country in North America (by land area) is Canada. • A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and often a cathedral. • The United States of America (USA) has the largest population. • New York City is the largest city in the United States by population. • London is the capital city of the UK. It is one of the world's oldest capital cities and the biggest city in western Europe. • Famous Landmarks: ❖ Times Square compared to Trafalgar Square ❖ Central Park compared to Hyde Park ❖ Brooklyn Bridge compared to Tower Bridge ❖ The Statue of Liberty compared to Nelson's Column ❖ The Empire State Building compared to The Shard (skyscrapers)	• Water never leaves the Earth and its atmosphere. It simply moves around in what is called the water cycle. • The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. • When the sun shines, it causes water to warm up, turning it into a gas - water vapour. • The water vapour rises and collects in the sky as clouds. • When the water vapour cools down, it turns back into liquid and falls back to earth as precipitation: rain, snow, hail or sleet.
Year 3 Skills	<u>Geographical Skills and Fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use **4 points of a compass, two figure grid references**, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world - use fieldwork to observe, record and present human features using a range of methods, including sketch maps, plans and graphy, and digital technologies.	<u>Geographical Skills and Fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use **4 points of a compass**	
Practical Fieldwork Opportunity	Land survey of the local area (Totton)		

Year 4 Geography Medium Term Overview		
Topic	**Autumn 1** **Into the Woods**	**Summer 1** **Mission: Survival**
Unit and Outcome	**The New Forest compared to The Black Forest** Children explore human and physical features, types of settlement and land use and the distribution of natural resources through a comparison of The New Forest and The Black Forest. **Big Geographical Question:** *What is the difference between The New Forest and The Black Forest?* ***Lesson 1*** *- Explore The New Forest in depth - human and physical features plus types of settlement (e.g. hamlets and villages) and land use (including changes over time).* ***Lesson 2*** *- Grid references in The New Forest* ***Lesson 3*** *- Starter to locate The Black Forest in Europe and then main activity to explore The Black Forest in depth - human and physical features plus types of settlement and land use* ***Lesson 4*** *- Compare The New Forest and Black Forest*	**The River Amazon compared to the River Test** Children learn about The Amazon Rainforest (a region in South America) and then learn about the River Amazon compared with the River Test. **Big Geographical Question:** *How is the River Test similar to the River Amazon?* ***Lesson 1:*** *Locate and explore the Amazon Rainforest in South America -* ***include locating countries in South America*** *Identify where the rainforest is compared to the equator. Compare a rainforest with a temperate forest like the New Forest to draw on previous learning.* ***Lesson 2:*** *Compare the River Test with the Amazon River.* ***Lesson 3:*** *Learn about the key features of rivers e.g. mouth, source etc.* ***Lesson 4:*** *Explore the Water Cycle.*
Topic Specific Vocabulary	conifers	humidity
Subject Specific Vocabulary	region	equator
General Vocabulary	dense	meander
Prior Learning	In Year 3, children have explored the 9 regions of England and focussed specifically on the South West Region. They have learnt about the cities and counties in England. They have compared human and physical features across the South West Region and have considered land use patterns in Totton and Mousehole. **Home and Away**	Previously in Year 4, children have been comparing physical features of The New Forest and The Black Forest. **Into the Woods**
Later Learning	In their next Year 4 topic, they will be comparing a region within South America (The Amazon Rainforest) with a focus on comparing the River Amazon and River Test. **Mission: Survival**	In Year 5, children will be learning about coasts and coastal erosion.
Year 4 National Curriculum Objectives	Locational knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics - name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; **and understand how some of these aspects have changed over time** Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography - describe and understand key aspects of human geography, including: **types of settlement and land use, economic activity including trade links, distribution of natural resources, including energy, food, minerals and water.**	Locational Knowledge - locate the world's countries, using maps to focus on South America, 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 of the United Kingdom and a region within South America Human and physical geography - describe and understand key aspects of physical geography, including: rivers and the water cycle **(revisit the water cycle from Year 3 - What Lies Beneath?)**

Essential Knowledge	• The New Forest is grazed by livestock. • The New Forest is located in South East England. • Deciduous trees mostly make up the trees in The New Forest. • The Black Forest is located in South West Germany in Europe. • Europe is a continent made up of a group of countries. • It has the name 'The Black Forest' because of its closely packed (dense) conifer trees. • Conifer trees are evergreen so they do not lose their leaves throughout the year. • Both forests are national parks which means they are protected areas. • Both forests are mainly rural, with many scattered hamlets, villages and a few large towns. • A hamlet is a very small settlement with just a group of houses. • A village is a small settlement that may have houses, a primary school, a few shops, a Post Office and a village hall. • A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. • A grid reference tells you where something is on a map. There are two parts to a grid reference: The 1st letter or number tells you how far across the map something is. The 2nd letter or number tells you how far up the map something is.	• South America is a continent made up of countries. • Rainforests are located in the tropical climate region near the equator. • Rainforests are hot and wet all year round which creates a humid climate. • A river flows along a channel with banks on both sides and a bed on the bottom. • Rivers always flow downhill because of gravity. • They flow and bend (meander) as they go down hills or around objects. • As rivers flow, they cause erosion to the land. • Rivers flow until they meet another body of water. • The start of the river is the source; the end of the river is the mouth. • *Recap water cycle essential knowledge from Year 3 and combine with Science learning on changes of state (evaporation and condensation).* • Understand why rivers flood (usually because of a high amount of rainfall) **- Use this as a plenary in either lesson 3 or 4.**
Year 4 Skills	<u>Geographical skills and fieldwork</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and/or regions and describe features studied - Use **four-figure grid references**, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, 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.	<u>Geographical skills and fieldwork</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Practical Fieldwork Opportunity	New Forest visit to explore the human and physical features.	Fieldwork – create a playground river and label its features.

Year 5 Geography Medium Term Overview			
Topic	**Autumn 1** **A Land Faraway**	**Spring 2** **The Golden Age**	**Summer 2** **Crumbling Coasts**
Unit and Outcome	**Volcanoes and Earthquakes in Indonesia** Children learn how volcanoes are formed and what causes an earthquake. The children locate volcanoes and create their own volcano. **Big Geographical Question:** *Could the UK ever have a volcano or earthquake?* Lesson 1: How volcanoes are formed. Lesson 2: Learn about the volcanic eruption of Krakatoa (Indonesia) - slow reveal clues to work out what happened, explore impact around the world Lesson 3: Design a building that could withstand a volcano Lesson 4: Earthquake fieldwork around school Lesson 5: Making volcanoes	**Trading and Baghdad** Children learn about the location, time zone and geographical characteristics of Baghdad and the importance of trade links between countries. **Big Geographical Question:** *Why is Baghdad a large urban settlement?* **Lesson 1: LO1 -** hemispheres and timezones **LO2 -** Where is Baghdad in the world? What hemisphere is it in? What time zone? **Lesson 2:** What is trading and why is it important? **Trading game on Twinkl**. Extended Plenary - Explore the idea of trading between different countries. Relate to The Silk Road and why Baghdad became such a large urban settlement (because of its location in the middle of The Silk Road). **Lesson 3:** Why is Baghdad a large urban settlement? Look at pictures and maps of capital cities around the world - what geographical features do they all have in common? **Compare geographical features of Baghdad then and now - human and physical features in a Venn Diagram (human written in red and physical in green).** *Ensure this follows a History lesson that has explored Baghdad during The Golden Age.*	**Lepe Beach and Coastal Erosion** **Coasts** - erosion and flooding **Big Geographical Question:** Should we replace the coastal protection measures at Lepe Beach? **Lesson 1** - Learn how beaches are formed. (https://www.twinkl.co.uk/resource/tp2-g-104-planit-geography-year-6-our-changing-world-lesson-2-coastal-features-lesson-pack) **Lesson 2 -** Coastal erosion - how coastlines change. **Lesson 3 -** Evaluate positive and negative impacts of it happening (and sea defences). Role play a debate between different stakeholders - Should we replace the coastal protection measures at Lepe Beach? (https://www.twinkl.co.uk/resource/tp2-g-105-planit-geography-year-6-our-changing-world-lesson-3-changing-coastlines-lesson-pack) - Use Alison Smith's photos of Lepe that are annotated. **Lesson 4 - Sustainability e.g. plastics in the ocean - use the Life Cycle of a Plastic Bag mockumentary (children to create their own). Pretend to be a conservationist/environmentalist like David Attenborough and narrate over the soundless video (on ChromeBooks). Plenary - use SEN English LJ picture book about plastics in the ocean (Somebody Swallowed Stanley).**
Topic Specific Vocabulary	magma	meridian	erosion
Subject Specific Vocabulary	tectonic plates	trading	flooding
General Vocabulary	vibrations	network	defences
Prior Learning	- This is new learning for the children.	- This is new learning for the children.	- In Year 3, they will have looked at different land uses. - Mousehole have a water barrier to protect the harbour.
Later Learning	- In their first year 6 topic, they will be learning about mountains, focusing on the region The Rockies.	- In their Autumn 2 Year 6 topic and Summer 2 Year 6 topic, children will revisit the hemispheres and tropics.	- In Year 6, they will be learning about the different climate zones and biomes and what all the characteristics are of all of them.
Year 5 National Curriculum Objectives	<u>Human and physical geography</u> - describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<u>Locational Knowledge</u> - locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - **Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)** <u>Human and physical geography</u>	<u>Human and physical geography</u> Describe and understand key aspects of: - physical geography, including: coasts - human geography, including: types of settlement and land use and the **distribution of natural resources including energy, food, minerals and water**

		- 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**	
Essential Knowledge	**Volcanoes**: ● Magma rises through cracks or weaknesses in the Earth's crust. ● When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. **Earthquakes:** ● An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). ● When this happens, pressure builds up. When this pressure is eventually released, an earthquake tends to occur.	**Trading** ● Trading is when goods are bought and sold. They are often moved from one place to another. ● Common geographical physical features of capital cities - near water (rivers or sea), climate liveable all year round, flat and fertile land, strategic location (often the centre of the country), natural defences e.g. mountains and rivers. **Locational Knowledge** ● The Equator is an imaginary line through the middle of Earth which divides the planet into a Northern Hemisphere and a Southern Hemisphere. ● We use imaginary lines to help locate where a place is in the world. ● Lines of latitude show how far north or south a place is. These lines run parallel to the Equator. ● There are five major lines of latitude: the Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn and the Equator. **Time Zones** ● Time Zones are affected by the latitude they are between. ● The Greenwich Meridian line is an imaginary line that splits the earth into two equal halves (East & West hemisphere). ● Greenwich meantime is calculated using the sun. When the sun is at its highest point, exactly above the Greenwich meridian, this means it is 12 noon at Greenwich.	● Coasts are an area where the land and sea meet. ● Beaches are a low lying area where the land meets the sea, made up of fine, lose sediment. ● A cliff is a high altitude area where the land meets the sea, made of hard rock. ● Longshore drift is the process by which sand and other sediments move along a coast due to the action of waves. ● Sea defences are in place to protect coastal areas from the impacts of the sea. ● Erosion is where natural materials are worn away and transported to a different place. ● Bays and Headlands: Where there is harder and softer rock, the softer rock will erode more quickly and can form bays. The harder rock erodes more slowly and can form headlands surrounding bays. ● Flooding is when an area of land that is usually dry becomes covered with water. ● Spits are formed when the tide carries eroded material along the coastline. Deposits form a long, thin sandy area of land.
Year 5 Skills	<u>Geographical fieldwork and skills</u> - 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 graphy, and digital technologies. - **Use <u>four and six figure grid references</u>, symbols and key (including the use of Ordnance Survey maps)**	<u>Geographical fieldwork and skills</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Geographical fieldwork and skills</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - **use the <u>eight points of a compass</u>, <u>six figure grid references</u>, symbols and key (including the use of Ordnance Survey maps)** to build their knowledge of the wider world - use fieldwork to observe, record and present human features using a range of methods, including sketch maps, plans and graphy, and digital technologies.
Practical Fieldwork Opportunity	Earthquakes fieldwork around the school - include grid references.		NEW Lepe Beach fieldwork visit - coastal erosion *Use fieldwork to observe, measure, record and present the human and physical features at Lepe beach.* 1. **Self-guided activity pack** - orienteering (map and compass provided), navigate around the park, looking for checkpoints. 2. **Self-guided activity pack** - scavenger hunt (identification sheet and buckets), collecting natural materials from the beach to create artwork, introduce sustainability. 3. Coastal Defences: Pupils are to walk along the beach and identify different types of sea defences. They are to think why there are different types and why they have been used and placed where they have. Pupils to draw a label the sea defences that they see. 4. Sea Defences: This activity shows them how forceful the sea is and that in order to stop the beach eroding away defences must be used. Pupils are to make large sand castles to defend their lollypop sticks from the

			sea. They can make them as large or as small as they want. Please encourage the pupils to make a sketch map of their defence and annotate it. Pupils to watch what happens to their defences as sea comes in and annotate their maps with how their defences fair. 5. Longshore drift: Pupils are to identify which way the longshore drift is moving. Pupils to mark out a 10m strip along the sea shore. One child to throw orange into the sea. Pupils to observe and draw sketch of what they see. N.B. Make sure that the orange is thrown in on the right hand side (as you look out to sea) of the marked area as the sea moves from right to left!

Year 6 Geography Medium Term Overview		
Topic	**Autumn 2** **Born to Survive**	**Summer 2** **Location, Location, Location**
Unit and Outcome	**Snowdonia compared to The Rockies** Children learn about mountains with a focus on The Rockies in Canada. **Big Geographical Question:** *How are The Rockies different from UK mountain ranges?* **Lesson 1 - Mountain features** **Lesson 2 - UK mountains and Snowdonia** **Lesson 3 - NEW - 6 figure grid references** **Lesson 4 - Comparison with The Rockies - virtual fieldwork opportunities e.g. photos, maps, street view**	**Climates and Biomes Around the World** Children learn about climate zones, biomes and vegetation belts. **Big Geographical Question:** *Which climate zone and biome would be the best to live in?* **Lesson 1** - Climate Zones **Lesson 2** - Biomes **Lesson 3** - Vegetation Belts
Topic Specific Vocabulary	summit	hemisphere
Subject Specific Vocabulary	peak	terrain
General Vocabulary	range or change to 'altitude'?	vegetation
Prior Learning	In Year 3, children locate North America and compare New York city with London.	

<table>
<tr><td>Later Learning</td><td colspan="2">In KS3 pupils will be taught:
<u>Locational knowledge</u>
- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

<u>Place Knowledge</u>
- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

<u>Human and Physical Geography</u>
Understand the key processes in:
- physical geography relating to: weather and climate
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

<u>Geographical skills and fieldwork</u>
- build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</td></tr>
<tr><td>Year 6 National Curriculum Objectives</td><td><u>Locational knowledge</u>
- Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, (countries, and major cities - taught in Year 3)

<u>Place knowledge</u>
- Understand geographical similarities and differences through the study of human and physical geography in different regions including <u>a region within North America.</u>

<u>Human and physical geography</u>
- describe and understand key aspects of:
-physical geography, including: mountains</td><td><u>Locational Knowledge</u>
- locate the world's countries, using maps to focus on Europe 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 Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

<u>Human and physical geography</u>
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</td></tr>
<tr><td>Essential Knowledge</td><td>• A mountain is a landform that rises above its surroundings. It usually has steep, sloping faces and sharp or rounded ridges.
• The high point is called a summit.
• Mountains are made when plates in the Earth's crust smash against each other.
• Snowdonia is the largest national park in Wales.
• Mount Snowdon is the highest mountain in England and Wales (1,085 m or 3,560 ft)
• Canada is in North America, located in the North Western hemisphere.
• The Rockies are located in the 'Mountainous West' region of North America.
• The Rockies are a mountain range that stretches through Canada, USA and Mexico.
• The range's highest peak is Mount Elbert in Colorado (4,401 metres or 14,440 feet).</td><td>• The Equator is an imaginary line through the middle of Earth which divides the planet into a Northern Hemisphere and a Southern Hemisphere.
• We use imaginary lines to help locate where a place is in the world.
• Lines of latitude show how far north or south a place is. These lines run parallel to the Equator.
• There are five major lines of latitude: the Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn and the Equator.
• The changing tilt of the Earth means that the Equator faces the sun all year round. This keeps the Equator's temperature high all year round.
• Climate is the trend in the weather that defines the weather pattern in a year in general.
• There are different climate zones in different parts of the Earth: Polar, Temperate, Arid, Tropical, Mediterranean and Mountainous.
• Their climates are affected by their latitude and the hemisphere they are in.
• Biomes are regions on the earth that are influenced by similar climate patterns and have similar vegetation and wildlife: Tundra, Temperate Forest, Grassland, Savannah, Taiga, Desert and Rainforest.
• Vegetation belts are the plants that have adapted to live in certain biomes.</td></tr>
<tr><td>Year 6 Skills</td><td><u>Geographical skills and fieldwork</u>
- use maps, atlases, globes and digital/computer mapping to locate countries
- use the six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</td><td><u>Geographical skills and fieldwork</u>
- use maps, atlases, globes and digital/computer mapping to locate countries</td></tr>
</table>

Practical Fieldwork Opportunity	Virtual fieldwork - The Rockies	