

Martlesham Primary Academy
Geography Curriculum 2023-2024



To note:

- Some areas of the geography curriculum will be covered in the year group prior or year group after that which is stated as well as their own year group due to the mixed year-group classes which Martlesham Primary Academy has due to cohort numbers. When the children are exposed to the same objective area the following year, this allows them to apply it to a different context and therefore consolidates their learning.

National Curriculum for Geography:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Pupils should be taught:</i>	<p>Children at the expected level of development will: <u>People, Culture and Communities:</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, 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 	<p>Pupils should be taught to: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - 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 <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 		<p>Pupils should be taught to: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 			

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	<p>texts and – when appropriate – maps</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - 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 states of matter 	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> - 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 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 	<ul style="list-style-type: none"> - 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
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Progression map for Geography:

Locational Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
World		<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>An ocean is a large sea. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>One Planet, Our World 1 – Autumn Y3</p>	<p>The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Interconnected World 1 – Autumn Y4</p>	<p>Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.</p> <p>Name, locate and describe major world cities.</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>Geographical interconnections are the ways in which people and things are connected.</p> <p>Explain interconnections between two or more areas of the world.</p> <p>Britain at War (linked to History) – Summer Y5/6</p>

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UK	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p> <p>Identify characteristics of the four countries and major cities of the UK.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh. Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids in Wales and Birmingham, Manchester and London in England.</p> <p>Name, locate and describe some major counties and cities in the UK.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Significant physical features of the UK include mountains, rivers, islands, lakes and forests.</p> <p>Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p> <p>Misty Mountain, Winding River – Spring Y4</p> <p>Interconnected World 2 – Summer Y4</p> <p>Topography is the arrangement of the natural and artificial physical features of an area.</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>Relative location is where something is found in comparison with other features.</p> <p>Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.</p> <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</p> <p><i>(Covered next year in Our Changing World)</i></p>

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<p align="center">Location</p>	<p>Identify that different countries have different weather.</p> <p>We're On the Move – Spring</p>	<p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line around the middle of the Earth.</p> <p>Locate hot and cold areas of the world in relation to the equator.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Locate significant places using latitude and longitude.</p> <p>One Planet, Our World 1 – Autumn Y3</p> <p>Rocks, Relics and Rumbles – Spring Y3</p>	<p>The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.</p> <p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>Interconnected World 1 – Autumn Y4</p>	<p>The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p> <p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Investigating Our World – Autumn Y5/6</p>	<p>The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Investigating Our World – Autumn Y5/6</p>
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Significant Places	<p>Understand that some places are special to members of their community.</p> <p>Through My Eyes - Autumn</p>	<p>A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.</p> <p>Name important buildings and places and explain their importance.</p> <p>Coastline – Spring Y1/2</p>	<p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments or natural landscapes.</p> <p>Name, locate and explain the significance of a place.</p> <p>Coastline – Spring Y1/2</p>	<p>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire. The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Rocks, Relics and Rumbles – Spring Y3</p>	<p>Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>Name, locate and explain the importance of significant mountains or rivers.</p> <p>Misty Mountain, Winding River – Spring Y3</p>	<p>Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.</p> <p>Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>	<p>North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> <p>Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>

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Place Knowledge							
Compare and Contrast	Recognise some similarities and differences in this country and life in other countries.	Places can be compared by size, amenities, transport, location, weather and climate.	A non-European country is a country outside the continent of Europe.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains.	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.
	Through My Eyes - Autumn	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Geographical features created by humans are called human features. Human features include houses, factories and train stations.	Describe and compare aspects of physical features.	Identify and describe the similarities and differences in physical and human geography between continents.	Describe the climatic similarities and differences between two regions.
		Let's Explore the World 2 – Summer Y1/2	Let's Explore the World 2 – Summer Y1/2	Classify, compare and contrast different types of geographical feature.	Misty Mountain, Winding River – Spring Y4	Investigating Our World 2 – Summer Y5/6	Investigating Our World 2 – Summer Y5/6
				One Planet, Our World 1 – Autumn Y3			
				Rocks, Relics and Rumbles – Spring Y3			

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Human and Physical Geography							
Human Features and Landmarks		<p>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.</p> <p>Name and describe the purpose of human features and landmarks.</p> <p>Coastline – Spring Y1/2</p>	<p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>Use geographical vocabulary to describe how and why people use a range of human features.</p> <p>Coastline – Spring Y1/2</p>	<p>Most human-made features such as shops, houses and places of worship are located in populated areas. Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways.</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Human features can be interconnected by function, type and transport links.</p> <p>Describe a range of human features and their location and explain how they are interconnected.</p> <p>Misty Mountain, Winding River – Spring Y4</p> <p>Interconnected World 2 – Summer Y4</p>	<p>Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.</p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Sow, Grow and Farm – Spring Y5/6</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Explain how humans function in the place they live.</p> <p>Sow, Grow and Farm – Spring Y5/6</p> <p>Investigating Our World 2 – Summer Y5/6</p>

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Settlements and Land Use	<p>Describe the immediate environment.</p> <p>We're On the Move - Spring</p>	<p>A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Identify the characteristics of a settlement.</p> <p>Coastline – Spring Y1/2</p>	<p>Industries are businesses that make things, sell things and help people live their everyday lives.</p> <p>Describe the size, location and function of a local industry.</p> <p>Coastline – Spring Y1/2</p>	<p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.</p> <p>Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p> <p>Misty Mountain, Winding River – Spring Y4</p> <p>Interconnected World 2 – Summer Y4</p>	<p>Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.</p> <p>Describe in detail the different types of agricultural land use in the UK.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>	<p>Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p> <p>Describe the distribution of natural resources in an area or country.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>

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Climate and Weather	<p>Describe the effect of changing seasons on the natural world around them.</p>	<p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Identify patterns in daily and seasonal weather.</p> <p><i>(Covered next year in Bright Lights, Big City)</i></p>	<p>A weather pattern is a type of weather that is repeated.</p> <p>Describe simple weather patterns of hot and cold places.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>The weather can affect what people do, the natural and built environment.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.</p> <p>Explain climatic variations of a country or continent.</p> <p>Interconnected World 1 – Autumn Y4</p>	<p>Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <p>Explain how the climate affects land use.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>	<p>Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p> <p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>
Physical Processes		<p>Weather is a physical process.</p> <p>Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.</p> <p>Coastline – Spring Y1/2</p>	<p>Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p>Describe, in simple terms, the effects of erosion.</p> <p>Coastline – Spring Y1/2</p>	<p>Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.</p> <p>Explain the physical processes that cause earthquakes and volcanic eruptions.</p> <p>Rocks, Relics and Rumbles – Spring Y3</p>	<p>Water is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</p> <p>Use specific geographical vocabulary and diagrams to explain the water cycle.</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>	<p>Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.</p> <p>Describe the physical processes, including weather, that affect two different locations.</p> <p><i>(Covered next year in Frozen Kingdom)</i></p>

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Physical Features	<p>Identify sea and land.</p> <p>Under the Sea - Summer</p>	<p>Physical features are naturally-created features of the Earth.</p> <p>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Coastline – Spring Y1/2</p>	<p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Coastline – Spring Y1/2</p>	<p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface.</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Rocks, Relics and Rumbles – Spring Y3</p> <p>The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <p>Name and describe properties of the Earth's four layers.</p> <p>One Planet, Our World 1 – Autumn Y3</p>	<p>Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> <p>Identify, describe and explain the formation of different mountain types.</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south.</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Sow, Grow and Farm – Spring Y5/6</p>	<p>The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.</p> <p>Compare and describe physical features of polar landscapes.</p> <p><i>(Covered next year in Frozen Kingdom)</i></p>

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Environment	<p>Demonstrate day to day an understanding of caring for our environment/world by litter picking.</p> <p>Under the Sea - Summer</p>	<p>Litter and pollution have a harmful effect on the areas where we live, work and play.</p> <p>Describe how pollution and litter affect the local environment and school grounds.</p> <p>Let's Explore the World 1 (School Days) – Autumn Y1/2</p>	<p>The local environment can be improved by picking up litter, planting flowers and improving amenities.</p> <p>Describe ways to improve the local environment.</p> <p>Let's Explore the World 1 (School Days) – Autumn Y1/2</p>	<p>The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</p> <p>Identify the five major climate zones on Earth.</p> <p>One Planet, Our World 1 – Autumn Y3</p>	<p>Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.</p> <p>Describe altitudinal zonation on mountains.</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes share similar climates, vegetation belts and animal species.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>	<p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Explain how climate change affects climate zones and biomes across the world.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>

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Sustainability		<p>People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.</p> <p>Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.</p> <p>Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.</p> <p>Describe how natural resources can be harnessed to create sustainable energy.</p> <p>Interconnected World 2 – Summer Y4</p>	<p>Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.</p> <p>Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.</p> <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p> <p>Investigating Our World 2 – Summer Y5/6</p>

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Geographical Change		<p>Geographical features can change over time.</p> <p>Describe how a place or geographical feature has changed over time.</p> <p>Coastline – Spring Y1/2</p>	<p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p>Describe how an environment has or might change over time.</p> <p>Coastline – Spring Y1/2</p>	<p>Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Rocks, Relics and Rumbles – Spring Y3</p> <p>The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Rocks, Relics and Rumbles – Spring Y3</p>	<p>Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.</p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>Settlements come in many different sizes and these can be ranked according to their type, significance, number and size. A settlement hierarchy includes hamlet, village, town, city and large city.</p> <p>Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p> <p><i>(Covered next year in Frozen Kingdoms)</i></p>

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Geographical Skills and Fieldwork

Geographical Resources		<p>An aerial photograph or plan perspective shows an area of land from above.</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Coastline – Spring Y1/2</p>	<p>An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Coastline – Spring Y1/2</p>	<p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>One Planet, Our World 1 – Autumn Y3</p>	<p>An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Interconnected World 1 – Autumn Y4</p>	<p>Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.</p> <p>Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>	<p>Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>

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Data Analysis	<p>Data is information that can be collected and used to answer a geographical question.</p> <p>Collect simple data during fieldwork activities.</p> <p>Coastline – Spring Y1/2</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Coastline – Spring Y1/2</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Primary data includes information gathered by observation and investigation.</p> <p>Analyse primary data, identifying any patterns observed.</p> <p>One Planet, Our World 1 – Autumn Y3</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Secondary data includes information gathered by geographical reports, published surveys, maps, research, books and the internet.</p> <p>Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.</p> <p>Misty Mountain, Winding River – Spring Y4</p> <p>Interconnected World 2 – Summer Y4</p>	<p>Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.</p> <p>Summarise geographical data to draw conclusions.</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <p>Investigating Our World 2 – Summer Y5/6</p>
Fieldwork	<p>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Let's Explore the World 2 – Summer Y1/2</p>	<p>The term geographical evidence relates to facts, information and numerical data.</p> <p>Gather evidence to answer a geographical question or enquiry.</p> <p>One Planet, Our World 2 – Summer Y3</p>	<p>Fieldwork can help inform and answer a geographical hypothesis. Methods that help draw conclusions about a hypothesis include surveying, studying maps, collecting and analysing numerical data.</p> <p>Investigate a geographical hypothesis using a range of fieldwork techniques.</p> <p>Interconnected World 2 – Summer Y4</p>	<p>A geographical enquiry can help us to understand the physical geography or human geography of an area and the impacts on the surrounding environment.</p> <p>Construct or carry out a geographical enquiry by gathering and analysing a range of sources.</p> <p>Investigating Our World 2 – Summer Y5/6</p>	<p>Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.</p> <p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>Investigating Our World 2 – Summer Y5/6</p>

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<p align="center">Position</p>	<p>Describe a simple journey.</p>	<p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>One Planet, Our World 1 – Autumn Y3</p> <p>Rocks, Relics and Rumbles – Spring Y3</p>	<p>The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Interconnected World 1 – Autumn Y4</p>	<p>Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p> <p>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>	<p>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>
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Maps	<p>Draw information from, follow and draw a basic map of the school.</p> <p>All About Me - Autumn</p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features.</p> <p>Draw or read a simple picture map.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Let's Explore the World 1 – Autumn Y1/2</p> <p>Coastline – Spring Y1/2</p>	<p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>One Planet, Our World 1 – Autumn Y3</p>	<p>A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Interconnected World 1 – Autumn Y4</p> <p>Misty Mountain, Winding River – Spring Y4</p>	<p>The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</p> <p>Identify elevated areas, depressions and river basins on a relief map.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>	<p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Investigating Our World 1 – Autumn Y5/6</p>

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Knowledge specific for each unit of Geography:

<p style="text-align: center;">Let's Explore the World 1 KS1</p> <ul style="list-style-type: none"> -An atlas is a book of maps and charts. -A compass is an instrument that is used for finding a direction. -Maps help people to plan a route from one place to another and to identify and locate physical and human features. -Data is a collection of facts, such as numbers, words, measurements, observations or descriptions. Studying data helps people to answer questions, draw conclusions, make decisions and take action. -Litter in the school grounds can be a risk to the safety and wellbeing of children and wildlife. <p style="text-align: center;">Year 1 and 2 Autumn</p>	<p style="text-align: center;">Coastline KS1</p> <ul style="list-style-type: none"> -Maps help people to plan a route from one place to another and to identify and locate physical and human features. -A stack is a physical feature of a coastline. -Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks. -Tourism is an industry that helps people travel away from home for pleasure. <p style="text-align: center;">Year 1 and 2 Spring</p>	<p style="text-align: center;">Let's Explore the World 2 KS1</p> <ul style="list-style-type: none"> -Hot place are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. -A temperate place is never extremely hot or extremely cold. The UK has a temperate climate. -England has many famous physical features such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. -Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north. -Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. -Wales has many famous features including Mount Snowdon and the River Severn. -Somalia is a country on the east coast of Africa. -The equator crosses through Somalia, so the climate is very hot and dry. -Like the UK, Somalia has four seasons. -The capital city of Somalia is Mogadishu. <p style="text-align: center;">Year 1 and 2 Summer</p>
<p style="text-align: center;">One Planet, Our World 1 LKS2</p> <ul style="list-style-type: none"> -Countries are located within continents. Countries have capital cities and geographical features. -Geographical data might relate to human activity in a place, such as how many people visit the local shop in a day, or physical, for example, measuring how deep or fast a river flows at different points. -Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries). <p style="text-align: center;">Year 3 Autumn</p>	<p style="text-align: center;">Rocks, Relics and Rumbles LKS2</p> <ul style="list-style-type: none"> -Over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today. -Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. -Volcanoes are either active, dormant or extinct. -There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. -The two types of volcanic eruption are effusive and explosive. 	<p style="text-align: center;">One Planet, Our World 2 LKS2</p> <ul style="list-style-type: none"> -A county is an area of land according to political divisions. Counties are governed by local governments. -Counties have distinct characteristics according to their size, population, industries, location and physical and human features. -Cities have distinct characteristics according to their size, population, industries, location and physical and human features. -Hot weather can melt tarmac, dry land and encourage people to enjoy the outdoors. Wet weather can cause flooding and encourage people to take shelter. Windy weather can break branches and blow leaves, and discourage people from leaving home. Cold weather can cause slippery pavements, crack pipes and prevent

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	<p>-When an explosive eruption occurs, hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.</p> <p>-Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator.</p> <p>-The Prime Meridian is the line of 0° longitude.</p> <p>-A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted.</p> <p>-Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.</p> <p>-Earthquakes can cause short- and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services.</p> <p>-A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion.</p> <p align="center">Year 3 Spring</p>	<p>everyday outdoor activities, but encourage outdoor play.</p> <p>-There are five main types of land use including agricultural, commercial, recreational, residential and transportation.</p> <p align="center">Year 3 Summer</p>
<p align="center">Interconnected World 1 LKS2</p>	<p align="center">Misty Mountain, Winding River LKS2</p>	<p align="center">Interconnected World 2 LKS2</p>
<p>-Directions can be given using cardinal and intercardinal compass points.</p> <p>-When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings.</p> <p>-The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn.</p> <p>-Countries nearer the equator are hotter and countries further from the equator are colder. Some countries have contrasting climate zones.</p> <p>-Physical features, such as mountains and rainforests, can affect the climate.</p> <p>-Political maps show the locations of countries and cities. Physical maps show the locations of physical features.</p> <p>-Cultural studies of a country include the language, religion and values of the people who originate from, or live in, a particular place.</p> <p align="center">Year 4 Autumn</p>	<p>-A river is a body of water that flows downhill, usually to the sea.</p> <p>-The place where a river starts is called the source.</p> <p>-Tributaries are small rivers or streams that flow into larger rivers or lakes.</p> <p>-The place where a river flows into the sea is called the mouth.</p> <p>-The River Trent is the third longest river in the UK. The river has a range of physical and human features along its course.</p> <p>-A river is a natural flowing watercourse.</p> <p>-A river can be used by humans for farming, leisure and transport.</p> <p>-A mountain is a natural elevation of the Earth's surface, rising to a summit.</p> <p>-Mountains have an elevation greater than that of a hill, usually greater than 610m.</p>	<p>-Significant mountain ranges of the UK include the Grampian Mountains, Snowdonia and the Pennines.</p> <p>-Significant rivers of the UK include the River Tay, the River Trent and the River Wye.</p> <p>-Significant forests of the UK include the New Forest and Portglenone Forest.</p> <p>-Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.</p> <p>-Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.</p> <p>-A canal is a managed waterway. In Britain, canals were built during the Industrial revolution to transport raw goods.</p> <p>-The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.</p>

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	<p>-A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.</p> <p>-There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard in the Mourne Mountains, Northern Ireland.</p> <p>-The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.</p> <p>-Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services and supplies of food and water.</p> <p align="center">Year 4 Spring</p>	<p>-A hypothesis is a statement that is then proved or disproved by gathering and interpreting evidence.</p> <p align="center">Year 4 Summer</p>
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Investigating Our World 1 UKS2	Sow, Grow and Farm UKS2	Investigating Our World 2 UKS2
<p>-Scale is the relationship between the size of an object on a map and its size in real life.</p> <p>-Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.</p> <p>-Vegetation belts are areas where certain species of plant grow.</p> <p align="center">Year 5 and 6 Autumn</p>	<p>-Population changes in a habitat can have significant consequences for food chains and webs.</p> <p>-Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.</p> <p>-Intensive farming in the past has resulted in the loss of habitats.</p> <p>-Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.</p> <p>-The journey that food travels from producer to consumer is measured in food miles.</p> <p>-Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>-Buying seasonal food is beneficial for many reasons.</p> <p align="center">Year 5 and 6 Spring</p>	<p>-Capital cities are usually large settlements with a wide range of human features and transport links and can be a centre for business and trade.</p> <p>-A motorway is a main road built for fast travel over long distances.</p> <p>-In the UK, motorways run north to south and east to west across the country.</p> <p>-Motorways connect towns and cities and provide transport links between other transport networks. For example between airports or ferry ports.</p> <p>-Motorways allow people and goods to move quickly around the country.</p> <p align="center">Year 5 and 6 Summer</p>