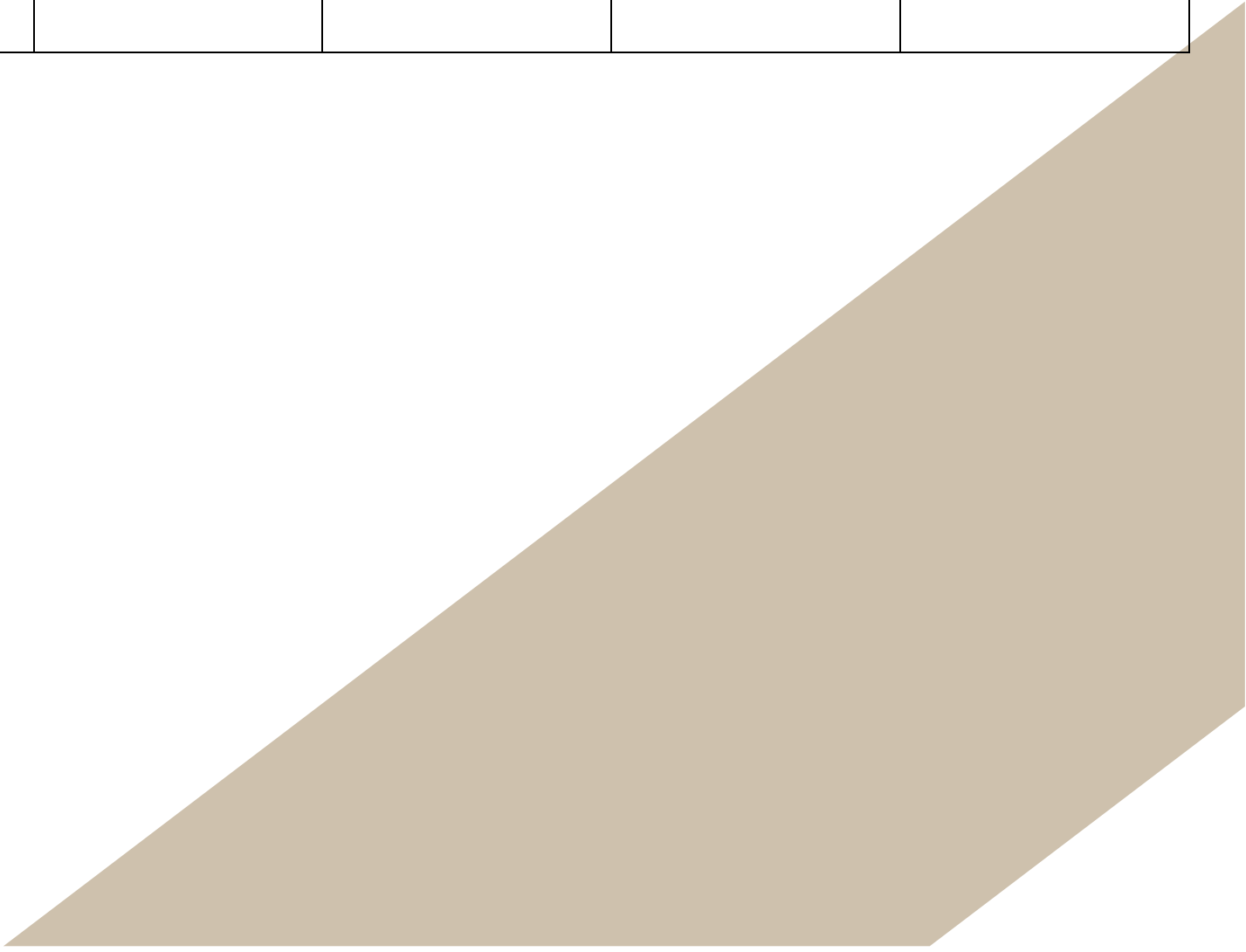


## Long Term Plan 2021/22 - Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Topic:</b> All About me People Who Help Us	<b>Topic:</b> Light and Dark Celebrations	<b>Topic:</b> Winter Wonderland	<b>Topic:</b> Living Things	<b>Topic:</b> Traditional Tales	<b>Topic:</b> Seaside
	<b>Books:</b> Zog Zog and the Flying Doctors Room on the Broom	<b>Books:</b> Rama and Sita The Gunpowder Plot Owl Babies Kipper's Birthday The First Christmas The Nativity Story	<b>Books:</b> Percy the Park Keeper: One Snowy Night Lost and Found	<b>Books:</b> What the Ladybird Heard I Don't Want to be a Frog We're Going on an Egg Hunt The Easter Story	<b>Books:</b> Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Troll	<b>Books:</b> What the Ladybird Heard at the Seaside The Lighthouse Keeper's Lunch The Rainbow Fish Commotion in the Ocean
<b>EYFS</b>	<p>In order to develop a greater sense of themselves it is important that pupils explore their home. Pupils will talk about who they live with and what their home is like. Pupils will also develop an understanding of where they live. To enable them to remember routes to and from school they may wish to collect items from the natural world and make a 'journey stick'. They will be encouraged to recognise their environment and recall significant places. These can be discussed and displayed with photographs of the local environment.</p> <p>Encouraging at least one walk to school per week (wherever possible) will allow time to absorb the world around them. Pupils will understand their own environment by using photograph sequences of their journey and compare with others in their class. They will talk about what they see on the way to</p>	<p>When explaining similarities and differences between life in this country and life in another country, pupils will explore how birthdays and festivals are celebrated in other countries. They will make comparisons between their own experience and the experiences of others by using stories and non-fiction texts as sources of information.</p> <p>Pupils will begin to develop awareness of life in this country by talking about their own experiences and those of their peers. The use of well-chosen texts and information will provide age appropriate facts to allow pupils to develop their understanding of experiences of life in this country. Pupils who have family members who live in other parts of the U.K or abroad should be encouraged to share their experiences.</p> <p>Role play areas should aim to include diverse resources</p>	<p>Winter is an interesting time of the year with distinct changes occurring and pupils will enjoy learning how their immediate environment changes. Pupils will be transported to the polar regions where they will learn to describe the weather and landscape. It is important that pupils make connections; understanding how their environment is similar and different to another.</p> <p>The use of maps and globes, when appropriate, will allow pupils to develop knowledge of the location of polar regions.</p>	<p>Spring is the season of new life and pupils will observe as young animals arrive and seasonal changes affect their environment. Pupils will explore the wildlife in their local school environment and also visit a different setting, such as a farm, to make comparisons.</p> <p>Pupils will begin to develop the skills of map making, by creatively recording a story journey making references to the places visited by a character. Fictional or imaginary journeys will allow pupils to explore settings and use geographical language to describe places. Creating maps for real events (such as an egg hunt).</p> <p>Provide opportunities to record key locations of their school environment. They should provide explanations for the marks they make to represent these locations.</p> <p>The concept of Fair Trade can be included in themes based around where the</p>	<p>Pupils will be encouraged to develop an appreciation and respect for the environment. Pupils will learn to care for plants as they grow and nurture their own. They will observe changes over time as their plants grow. Pupils will explore plants growing in their school grounds to gain a deeper understanding of their local environment.</p> <p>Creating signs and symbols will provide the pupils with opportunities to identify items/locations in their environment and fictional/imaginary places. During role play, they should be given opportunities to make signs for a range of places (e.g. The Troll's Bridge).</p>	<p>The seaside is a very exciting setting as there are lots of natural and human points of interest. Ponfracr is not a seaside town and pupils will be able to explain why by comparing the two environments. Pupils will learn to use new geographical language to describe the seaside landscape.</p> <p>Pupils will be provided with opportunities to deepen their knowledge by suggesting real places to set the scene (of the story). They should be given choices and select the name of a seaside town for the setting of a story based at the seaside.</p> <p>Small world resources provide pupils with the opportunities to create and build models of real and fictional places.</p>

	<p>school and explore the school surroundings, becoming familiar with their new environment. We want all of our pupils to be safe so teaching them how to cross roads safely is of paramount importance.</p> <p>Pupils will begin to gain an understanding of the seasons and changes to their immediate environment as they observe signs of autumn. Pupils are encouraged to use items from their environment to support their imaginary play.</p>	<p>from other countries that pupils can relate to or be curious to find out about.</p>		<p>ingredients for chocolate eggs come from.</p>		
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# Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Topic:</b> Exploring a map		<b>Topic:</b> Local Area		<b>Topic:</b> UK Comparison	<b>Topic:</b> 7 continents, 5 Oceans.
	<b>Book:</b> But why can't I? The Highway Rat	<b>Book:</b> The Tiger that came for tea.	<b>Book:</b> The Gruffalo.	<b>Book:</b> Rosie Revere Engineer	<b>Book:</b> The Hunter	<b>Book:</b> Rainforest Adventure.
	<p>Pupils will work on seasonal and daily weather patterns in the United Kingdom. They will focus on the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This will lead onto them starting to have a look at maps, atlases and globes to identify the United Kingdom and its four countries. They will also start to have an awareness of the seven continents and oceans. Pupils will begin to learn what a compass is used for and the simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] and use this to describe the location of features and routes on a map.</p> <p>Pupils will develop map skills identifying the United Kingdom and its countries, as well as the seven continents and five oceans.</p>		<p>Pupils will focus on simple fieldwork and observational skills to study the geography of their school and its grounds. They will also be introduced to the term human and physical geography. They will use this new knowledge to identify some human and physical features of its surrounding environment. This will lead onto the pupils using aerial photographs to plan perspectives which will help to identify basic human and physical features and to devise a simple map. Pupils will learn that a human feature is something that has been made, changed or adapted by people. They will also know that a physical feature is a natural feature of the land. Pupils will start to develop an awareness of maps and the map key. Then they will begin to distinguish between what is a human feature and what is a physical features and sort accordingly. They will recognise and list the key features of physical and human geography.</p> <p>They will use have access to maps and begin to learn how to use them to locate and compare two different, contrasting places (coastal and city).</p>		<p>Pupils will focus on naming and locating the four countries and capital cities of the United Kingdom. They will need to 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. They will also recognise poplar landmarks using aerial photographs. Pupils will be supported to begin to ask and answer geographical questions linked to the countries and capital cities. Pupils will need to use the correct geographical terms when describing places in the UK.</p> <p>Pupils will have access to maps, atlases and globes and know how to use these to identify and locate the countries and their capital cities in the United Kingdom; Scotland, Wales, England and Northern Ireland. They will also use the maps to identify landmarks.</p>	<p>Pupils will have access to maps and atlases to support them naming and locating the world's seven continents and five oceans. They will need to know the difference between the land and the sea when looking at a map, globe or atlas. This will involve knowing that blue usually represents the sea and green the land on a map. Pupils will begin to ask and answer geographical questions linked to the countries and capital cities.</p>

# Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Topic:</b> Exploring a map		<b>Topic:</b> Local Area		<b>Topic:</b> UK Comparison	<b>Topic:</b> 7 continents, 5 Oceans.
	<b>Book:</b> But why can't I? The Highway Rat	<b>Book:</b> The Tiger that came for tea.	<b>Book:</b> The Gruffalo.	<b>Book:</b> Rosie Revere Engineer	<b>Book:</b> But why can't I? The Highway Rat	<b>Book:</b> The Tiger that came for tea.
	<p>Pupils will work on seasonal and daily weather patterns in the United Kingdom and compare this to a non-European country. They will start to understand the location of hot and cold areas within the world in relation to the Equator and the North and South Poles. They will begin to show an understanding of how the climate is affected by the location. Pupils will have access to maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Pupils will learn what a compass is used for and the simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] and use this to describe the location of features and routes on a map. They will be able to name the 4 compass points and begin to use them to locate places and locations.</p> <p>Pupils will develop map skills, identifying the United Kingdom and its countries, as well as the seven continents and five oceans. To extend this learning further they will use all of the knowledge they have gained at this point to create their own very basic map with a key.</p>		<p>Pupils will focus on simple fieldwork and observational skills to study the geography of their school and its grounds. They will also be introduced to the term human and physical geography. They will use this new knowledge to identify some human and physical features of its surrounding environment. This will lead onto the pupils using aerial photographs to recognise landmarks and human and physical features, devise a simple map; use and construct basic symbols in a key. Pupils will learn that a human feature is something that has been made, changed or adapted by people. They will also know that a physical feature is a natural feature of the land. Pupils will start to develop an awareness of maps and the map key. They will know that a map is a 2D drawing of an area and can show the countryside, a town or even the whole world. They will create their own maps and apply the knowledge that a symbol is a sign or picture that represents something.</p> <p>Then they will begin to distinguish between what is a human feature and what is a physical features and sort accordingly. They will recognise and list the key features of physical and human geography. Pupils will recognise and list the key features of physical and human geography. They will look at and understand aerial photographs and maps. They will use these maps and a key to locate and compare two contrasting places (coastal and city) and describe the similarities and differences.</p>		<p>Pupils will focus on naming, locating and describing the characteristics of the four countries and capital cities of the United Kingdom. They will need to 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. They will also recognise popular landmarks using aerial photographs.</p> <p>Pupils will have access to maps, atlases and globes and know how to use these to identify and locate the countries and their capital cities in the United Kingdom. They will also use the maps to identify landmarks.</p> <p>Pupils will learn about the seas that surround the UK. Pupils will learn and recall facts about the different countries and capital cities showing an understanding of what they are and where they are.</p> <p>They will write short fact files about different places in the UK and use correct geographical terms to describe the places (island/sea/land).</p>	<p>Pupils will name and locate the world's seven continents and five oceans and use world maps, atlases and globes to identify the above and describe where they are in relation to each other. They will need to be able to explain key facts about the continents and oceans. They will need to know the difference between the land and the sea when looking at a map, globe or atlas.</p>

# Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Topic:</b> Compass points		<b>Topic:</b> Fair trade		<b>Topic:</b> South America	
	<b>Book:</b> George's Marvellous Medicine	<b>Book:</b> Operation Gadgetman	<b>Book:</b> Homework on Pluto	<b>Book:</b> The Chocolate Tree	<b>Book:</b> The Edible Pyramid	<b>Book:</b> The Explorer
	<p>Pupils will be extending their knowledge on the four points of a compass using fieldwork and observational skills to study the environment.</p> <p>Pupils will learn about what a compass is and what it is used for before looking at the eight compass points. North, South, East, West, North-East, South-East, South-West, North-West. They will then will be able to name the main four compass points and use them to locate places and locations.</p> <p>To extend this learning further they will use all of the knowledge they have gained at this point to create their own map with a key. They will learn some symbols and be able to recognise them on their own maps.</p> <p>Pupils will learn about maps and atlases focusing on how to correctly use these, focusing on: the contents and index page, locating letters and numbers and interpreting a key correctly. Pupils will have exposure to an OS map and start to recognise the symbols found on this.</p> <p>To help further develop their learning they will be encouraged to ask geographical questions to deepen their learning. Throughout this topic, pupils will use geographical vocabulary. Finally, they will make a map of a short route, with the different features they have learnt during this topic in the correct order.</p>		<p>Pupils will be extending their knowledge on effective land use, trade links and distribution of natural resources with a focus on food.</p> <p>Pupils will begin to understand where food comes from, developing an awareness of the world's atlas and how far trade needs to travel, also exploring effective use of land. As they define the term 'trade'. They will explore natural and man-made resources which are produced from the chosen country. Pupils will begin to learn about the concept of fair trade and how this affects world trade.</p> <p>Pupils will learn about maps and atlases and how to correctly use these, focusing on: the contents and index page, and the scale between map reading and real-life countries, specifically the distance between countries. Pupils will use their knowledge of key vocabulary relating to fair trade, land usage and deployment of natural resources to explain why a place is like it is. To help further develop their learning they will be encouraged to ask geographical questions.</p>		<p>Pupils will be extending their understanding on countries across the world. They will focus on South America and explore the climate zones, biomes and vegetation belts.</p> <p>Pupils will be able to identify South America on a map, building upon prior learning from KS1. They will then develop an awareness of where they are in relation to South America. Pupils will begin to develop their research skills by exploring the Amazon Rainforest and the countries it covers. Through this, they will research the human and physical geography including learning about and being able to define the key terms of biomes, climate zones and vegetation zones of South America. Pupils will look at one of the Amazonian countries and compare it to the prior learning of Pontefract. They will further develop their understanding being able to say how Pontefract is different to South America.</p> <p>Pupils will be able to read and use atlases appropriately by using the contents and indexes. They will use relevant geographical vocabulary to extend their knowledge by asking targeted questions. Pupils will be able to use their prior knowledge and new learning to explain why a place is like it is. Pupils will begin to understand how people's lives vary and are dependent on their biome, climate and vegetation. Pupils will use their comparison skills and analytical skills to be able to investigate places (local area and South America) at once, and explore a variety of themes at more than one scale. As a follow-up to this they will then be able to ask and respond to questions and offer their own ideas.</p>	

# Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Topic:</b> Compass points		<b>Topic:</b> Fair trade		<b>Topic:</b> South America	
	<b>Book:</b> George's Marvellous Medicine	<b>Book:</b> Operation Gadgetman	<b>Book:</b> Homework on Pluto	<b>Book:</b> George's Marvellous Medicine	<b>Book:</b> Operation Gadgetman	<b>Book:</b> Homework on Pluto
	<p>Pupils will be extending their knowledge on the eight points of a compass using fieldwork and observational skills to study the environment.</p> <p>Pupils will learn about what a compass is and what it is used for before looking at the eight compass points. North, South, East, West, North-East, South-East, South-West, North-West. They will then will be able to name all eight compass points and use them to locate places and locations.</p> <p>To extend this learning further they will use all of the knowledge they have gained at this point to create their own map with a key. They will learn all relevant symbols and be able to recognise and use them independently on their own maps.</p> <p>Pupils will learn about maps and atlases focusing on how to correctly use these, focusing on: the contents and index page, locating letters and numbers and interpreting a key correctly. Pupils will have exposure to an OS map and will recognise the symbols found on this, understanding the importance of why this is used.</p> <p>To help further develop their learning they will be encouraged to ask geographical questions to deepen their learning and will be able to independently research and respond to their own questions. Throughout this topic, pupils will use geographical vocabulary. Finally, they will make a map of a route, with the different features they have learnt during this topic in the correct order.</p>		<p>Pupils will be extending their knowledge on effective land use, trade links and distribution of natural resources with a focus on food.</p> <p>Pupils will understand where food comes from, building upon their awareness of the world's atlas and how far trade needs to travel, also exploring effective use of land. As they define the term 'trade'. They will explore natural and man-made resources which are produced from the chosen country. Pupils will begin to learn about the concept of fair trade and how this affects world trade beginning to form an opinion on what is effective and ineffective use of land.</p> <p>Pupils will learn about maps and atlases independently using these. They will focus on: the contents and index page, and the scale between map reading and real-life countries. Pupils will explore the distances between countries, with opportunity to compare this to their real-life experiences. Pupils will use their knowledge of key vocabulary relating to fair trade, land usage and deployment of natural resources to explain why a place is like it is. To help further develop their learning they will be encouraged to ask geographical questions and independently research and respond to their own questions.</p>		<p>Pupils will be extending their understanding on countries across the world. They will focus on South America and explore the climate zones, biomes and vegetation belts.</p> <p>Pupils will be able to identify South America on a map, building upon prior learning from KS1. They will also be able to use scales to support their understanding of South America in relation to where they are. Pupils will continue to develop their research skills by exploring the Amazon Rainforest and the countries it covers, with increasing independence. Through this, they will gain a deeper understanding of the human and physical geography of South America. This will include learning about and being able to define the key terms of biomes, climate zones and vegetation zones of South America. Pupils will look at one of the Amazonian countries and compare it to the prior learning of Pontefract. Pupils will be encouraged to use their prior learning of natural resources and land usages of specific places to be able to explain why Pontefract and South Africa are different.</p> <p>Pupils will be able to read and use atlases appropriately by using the contents and indexes. They will use relevant geographical vocabulary to extend their knowledge by asking and responding to targeted questions. Pupils will be able to use their prior knowledge and new learning to explain why a place is like it is. Pupils will develop their understanding of how people's lives vary and are dependent on their biome, climate and vegetation by identifying and differentiating between human and physical features. Pupils will use their comparative and analytical skills to be able to investigate places (local area and South America) at once, and explore a variety of themes at more than one scale.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Topic:</b> Where should I launch a rocket?</p>		<p><b>Topic:</b> Syria</p>		<p><b>Topic:</b> Mountains and Rivers</p>	
	<p><b>Book:</b> Cosmic</p>		<p><b>Book:</b> The Boy at the Back of the Class</p>		<p><b>Book:</b> Cogheart</p>	
	<p>Pupils will look at a variety of locations to choose the best place to complete a rocket launch explaining why they have chosen their location.</p> <p>Pupils will locate countries that have space programmes on a map, exploring and identifying the nature of these places including their suitability for use. To do this, pupils will use geographical resources such as; maps, globes, atlases, online research, pupils will gather information about the existing launch sites to help describe different locations and analyse a variety of countries, specifically exploring their human and physical features to then independently compare and choose a country for their rocket launch. Pupils must be able to explain their choice, through clear explanation and use of evidence. Pupils will develop an understanding of features of the world which can and cannot be seen from space.</p> <p>Pupils will build on their prior knowledge from previous year groups and be able to use a map, atlas, globe and internet research to develop their understanding. Pupils will ask geographical questions to deepen their learning and understanding of this topic. Pupils will have an increasing opportunity to use their comparative and analysis skills in order to explain their choices. Pupils will develop their summarizing skills in reference to the human and physical features of chosen countries and concisely present this information and how it has informed their decisions.</p>		<p>Pupils will learn about Syria including learning about its land use, trade links and the distribution of natural resources.</p> <p>During this term, pupils will build on the previous terms learning about human and physical features of countries. This term with focus upon Syria. Pupils will be specifically exploring trade links, distribution of natural resources and economic activity, including imports and exports before comparing this to the UK. Pupils will begin to explore the ways in which Syria uses its land and how this impacts the settlements there.</p> <p>Year 5 and 6 will discuss the importance and impact of Fairtrade, building upon their previous learning of how this has changed the way we view trade. Pupils will look at a range of global companies and will make simple comparisons between them to smaller, local businesses. Pupils will be encouraged to make their own judgements and opinions based on the above learning.</p> <p>Throughout this topic pupils will build on, use and develop a range of skills based on the human and physical features in Syria compared to the United Kingdom. Pupils will build on their prior knowledge from the previous term and year groups and be able to use a map, atlas, globe and internet research to develop their understanding. Pupils will ask geographical questions to deepen their learning about the land use, trade links and the distribution of natural resources in Syria. This learning will build on previous skills embedded in previous year groups and encourage discussion into the impact the land use, trade links and the distribution of natural resources in Syria have had.</p> <p>Using their place knowledge, direct reference will be made to Syria and its relationship to the UK. Pupils will be able to make some connections between them and how countries rely on one another to enable economic success and wealth through trading, importing and exporting.</p>		<p>Pupils will be extending their understanding of mountains and rivers.</p> <p>Pupils will explore and understand the three main courses of a river and its key features. The three courses are upper, middle and lower. The key features are: the channel, the tributaries, meander, oxbow lake, the mouth, the estuary, the waterfall, the delta, the source, the floodplains, gorge, the confluence. This will lead onto pupils analysing the impact rivers have on civilization including settlements and people. Rivers provide many benefits which will be thoroughly explored.</p> <p>Pupils will locate key mountain ranges around the world. Pupils will be made aware of land height above sea level. This learning will be extended through learning about the peak of a mountain and how higher ground can be located on a map. This links to the hill and how a hill may look based on its contours. Pupils will begin to understand how to draw contour lines which will show the higher ground. Pupils will learn the key features of a mountain. These are: the summit, outcrop, slope, plateau, valley, tree line, ridge, foot and face. Pupils will be able to identify these in images and understand the significance of the main features on a mountain. Pupils will look at the five main types of mountains and be able to identify these through their key features, they will be able to discuss similarities and differences between the mountain ranges. These are: fold mountains, fault-block mountains, volcanic mountains, dome mountains, and the plateau mountains. This learning will lead onto the understanding of mountain climates.</p> <p>Throughout this topic pupils will use and develop a range of skills based on rivers and mountains. They will discuss evidence and draw simple conclusions about mountains and rivers. They will make comparisons between locations using photos, pictures and maps. Pupils will be encouraged to ask and respond to geographical questions, offering their own ideas and opinions. Pupils will learn and use geographical vocabulary based on this topic. Pupils will have access to books, stories, atlases, pictures/photos and internet as sources of information. They will name most of the studied rivers and compare their features before locating some of the longest rivers and the places they run through.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Topic:</b> Where should I launch a rocket?</p>		<p><b>Topic:</b> Syria</p>		<p><b>Topic:</b> Mountains and Rivers</p>	
	<p><b>Book:</b> Cosmic</p>		<p><b>Book:</b> The Boy at the Back of the Class</p>		<p><b>Book:</b> Cogheart</p>	
	<p>Pupils will look at a variety of locations to choose the best place to complete a rocket launch explaining why they have chosen their location.</p> <p>Pupils will locate countries that have space programmes on a map, exploring and identifying the nature of these places including their suitability for use. To do this, pupils will use geographical resources such as; maps, globes, atlases, online research, pupils will gather information about the existing launch sites to help describe different locations and analyse a variety of countries, specifically exploring their human and physical features to then independently compare and choose a country for their rocket launch. Pupils must be able to justify their choice, through clear explanation and use of evidence. Pupils will develop an understanding of features of the world which can and cannot be seen from space.</p> <p>Pupils will build on their prior knowledge from previous year groups and be able to independently use a map, atlas, globe and internet research to develop their understanding. Pupils will ask geographical questions to deepen their learning and understanding of this topic. Pupils will have an increasing opportunity to use their comparative and analysis skills in order to justify and explain their choices. Pupils will develop their summarizing skills in reference to the human and physical features of chosen countries and concisely present this information and how it has informed their decisions. Leading on from this, pupils will explain the similarities and differences found between the different locations they are studying developing their place knowledge.</p>		<p>Pupils will learn about Syria including learning about its land use, trade links and the distribution of natural resources.</p> <p>During this term, pupils will build on the previous terms learning about human and physical features of countries. This term with focus upon Syria. Pupils will be specifically exploring trade links, distribution of natural resources and economic activity, including imports and exports before comparing this to the UK. Pupils will explore the ways in which Syria uses its land and how this impacts the settlements there.</p> <p>Pupils will discuss the importance and impact of Fairtrade, building upon their previous learning of how this has changed the way we view trade. Pupils will look at a greater range of global companies and will compare them to smaller local businesses. This will lead onto explaining the positive and negative impacts of globalisation. Pupils will be encouraged to make their own judgements and opinions based on the above learning.</p> <p>Throughout this topic pupils will continue to build on, use and develop a range of skills based on the human and physical features in Syria compared to the United Kingdom. Pupils will build on their prior knowledge from the previous term and year groups and be able to use a map, atlas, globe and internet research to develop their understanding. Pupils will ask geographical questions to deepen their learning about the land use, trade links and the distribution of natural resources in Syria. They will deepen their learning through discussion into the impact the land use, trade links and the distribution of natural resources in Syria have had.</p> <p>Using their place knowledge, direct reference will be made to Syria and its relationship to the UK. Pupils will be able to make connections between them and how countries rely on one another to enable economic success and wealth through trading, importing and exporting.</p>		<p>Pupils will be extending their understanding of mountains and rivers.</p> <p>Pupils will explore and understand the three main courses of a river and its key features. The three courses are upper, middle and lower. The key features are: the channel, the tributaries, meander, oxbow lake, the mouth, the estuary, the waterfall, the delta, the source, the floodplains, gorge, the confluence. This will lead onto pupils analysing the impact rivers have on civilization including settlements and people. Rivers provide many benefits which will be thoroughly explored. Pupils will be able to analyse the features of a river and understand the part each feature plays in the formation of a river.</p> <p>Pupils will locate key mountain ranges around the world. Pupils will be made aware of land height above sea level. This learning will be extended through learning about the peak of a mountain and how higher ground can be located on a map. This links to the hill and how a hill may look based on its contours. Pupils will be able to draw contour lines which will show the higher ground. Pupils will learn the key features of a mountain. These are: the summit, outcrop, slope, plateau, valley, tree line, ridge, foot and face. Pupils will be able to identify these in images and understand the significance of each feature on a mountain.</p> <p>Pupils will look at the five main types of mountains and be able to identify these through their key features, they will be able to compare similarities and differences between the mountain ranges. These are: fold mountains, fault-block mountains, volcanic mountains, dome mountains, and the plateau mountains. This learning will lead onto the understanding of mountain climates.</p> <p>Throughout this topic pupils will use and develop a range of skills based on rivers and mountains. They will analyse evidence and draw conclusions about mountains and rivers. They will make comparisons between locations using photos, pictures and maps. Pupils will ask and respond to geographical questions, offering their own ideas and opinions. Pupils will learn and use geographical vocabulary based on this topic. Pupils will have access to books, stories, atlases, pictures/photos and internet as sources of</p>	





information. They will be able to name the studied rivers and compare their features before locating some of the longest rivers and the places they run through. Pupils will complete similar tasks and activities for mountains.

