

Geography at MPL

Geography inspires children to be curious about the world around them and to be active citizens within it. The knowledge taught in our Geography curriculum is carefully chosen to give our children opportunities to understand why their world looks and behaves as it does, why people live where and how they do, and to consider how they can bring about positive change in the future. Our geography curriculum provides children with skills and knowledge across four broad areas: human geography, physical geography, locational knowledge and fieldwork skills.

The topics are carefully chosen and organised into a 'spiral curriculum' to build on prior learning, prepare them for forthcoming topics and enable children to engage with key concepts and issues with increasing depth, criticality and understanding.

Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

Our geography curriculum also aims to empower pupils to become environmentally responsible young citizens. From the surveying of transport choices in our local village (Year 2 – Bricket Wood) to the study of pollution in central London (Year 4 - London) and across the world (Year 5 – Trade), from the study of water pollution in Britain's seas (Year 2 – The Seaside) to the impact of climate change on our oceans (Year 6 – The Galapagos), and through the study of more sustainable living (Year 3 – The Amazon, Year 4 – Iceland), we aim to equip our children with the knowledge and values needed to protect and preserve their planet.

Year 1

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside

Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

Our School

Rationale	The first geography unit of Key Stage 1 introduces pupils to the practical locational skills they will use throughout their studies: using different plan perspectives (such as aerial photos and maps), following routes on maps, giving and following simple directions, and creating and using simple keys.
End of unit outcome	Create a set of directions to complete a familiar journey around the school, e.g. arriving at school, walking through the playground and entering the classroom.
Environment and sustainability	
Key Vocabulary	Left, right, near, far, next to, opposite, in front of, behind, key, map, aerial, route
Link to prior learning	
Links to future learning	Year 2 – Bricket Wood
National curriculum outcomes:	➔ Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. ➔ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ➔ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Core Knowledge	✓ Recognise aerial plans of the classroom, playground and familiar areas of the school building. – Describe features of the classroom, playground and school building using simple directional language. ✓ Identify features on a map using a simple key. ✓ Give and follow simple directional instructions to follow routes around the classroom, playground and school building.

The UK

Rationale	In this unit, pupils study the UK, using maps and learning basic map reading skills, building on their early mapping skills from their previous topic, <i>Our School</i>. They will learn that the UK is made of four nations, each with a capital city, and surrounded by 3 seas. Pupils will also learn about the weather and weather patterns..
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End of unit outcome	A sorting diagram of the key names/flags/countries studied and/or map of the UK, identifying countries, using a key.
Environment and sustainability	
Key Vocabulary	Country, city, town, village, sea, island, flag
Link to prior learning	Y1 – Our School
Links to future learning	Y1 – Our World Y2 – The UK Y2 – Bricket Wood Y3 – The UK Y4 – London
National curriculum outcomes:	➔ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ➔ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➔ Use world maps, atlases and globes to identify the United Kingdom, its countries, continents and oceans. ➔ Use simple compass directions (North, South, East and West) ➔ Use locational and directional language (near and far; left and right). ➔ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Core Knowledge	✓ The UK is an island. – An island is a land mass (smaller than a continent) surrounded by water. – On a map, the seas are shown as blue; land is shown as green or grey, depending on if there are fields or buildings. – The UK is surrounded by three seas: the North Sea, the Irish Sea and the English Channel. ✓ The UK is a country. – It is made of four nations: England, Wales, Scotland and Northern Ireland. – Each country has a capital city (they will learn about what defines a 'capital city' in Year 2). – People from Wales are called <i>Welsh</i>, people from England are called <i>English</i>, people from Scotland are called <i>Scottish</i>, and people from Northern Ireland are <i>Northern Irish</i>. Welsh, English, Scottish and Northern Irish people are also <i>British</i> and may identify as either. ✓ Each country has a flag. ✓ The weather can vary across the country.

Our planet

Rationale	The final geography unit of Year 1 introduces children to the 7 continents, the North and South Poles and the equator. This will be the first time children are introduced to compass directions. Children will understand that the equator is the hottest part of the planet's surface and that the Poles are the coldest. They will then learn to identify some basic physical features of different parts of our planet, such as deserts, tundras and temperate forests, and make informed guesses about where on our planet they might be.
End of unit outcome	A fact file about our planet.
Environment and sustainability	Children will learn that animals and plants in the desert have adapted to limited water. This supports study of droughts later in the curriculum.
Key Vocabulary	Continent, North/South Pole, equator, hot, cold, desert, ice, snow, mountain

Link to prior learning	
Links to future learning	Year 2 – India Year 3 – The Amazon Year 4 – Iceland
National curriculum outcomes:	➔ Name and locate the world's seven continents. ➔ Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. ➔ Use simple compass directions (North and South) ➔ Use basic geographical vocabulary to refer to physical features. ➔ Use aerial photos to recognise physical features. ➔ Use world maps to identify continents.
Core Knowledge	✓ There are seven continents. - Continents are large areas of land, larger than countries. - Each continent contains many countries. ✓ The coldest parts of our planet are at the poles. - There is a lot of snow and ice in the North and South Pole. ✓ The hottest part of our planet is the equator. - There are deserts and rainforests along the equator. - Deserts are very dry; plants and animals have adapted to survive with very little water.

Year 2

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

Our School

Rationale	This unit is a comparative study of the villages of Bricket Wood and Chembakolli, India. The topic begins with practising important geographical skills, such as reading maps, using a key, creating graphs and charts. They will then learn about key human geographical features, such as types of buildings, transport infrastructure, and local amenities. In doing so, they will develop a comparative understanding of: towns and villages; a village in the UK and a village in India; daily life for children in the UK and in India. Children will also continue to develop and practise key geographical skills, such as: using maps and atlases, creating and using a key, reading and creating climate charts, and critical comparison.
End of unit outcome	A tourist guide for Chembakolli.
Environment and sustainability	Children will learn about areas with different access to utilities, such as electricity, drinking water and gas. This raises awareness of how much energy we use in day-to-day life in Britain and some of the different sources of power used around the world.
Key Vocabulary	Village, rural, transport, rickshaw, trade, tropical climate, monsoon, drought, tribe/tribal, country, continent, border
Link to prior learning	Children will have learned the names of the continents and understand that places near to the equator are hotter (Year 1 – <i>The World</i>).
Links to future learning	This topic supports: • Year 2 – Bricket Wood • Year 3 – The UK
National curriculum outcomes:	➔ Name and locate the world's seven continents ➔ 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. ➔ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ➔ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ➔ 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).
Core Knowledge	✓ India is a country in Asia. – India is warmer than the UK because it is closer to the equator. ✓ There are cities, towns and villages in India. ✓ There is no single 'Indian' language.

	✓ Chembakolli is a village in Southern India. ✓ Chembakolli village has fewer amenities than Bricket Wood, eg. – Most buildings are mud huts with thatched rooves. – There is no electricity. – Villagers borrow books from the mobile library. – Villagers grow and make produce to sell to Fairtrade companies. – Villagers cook on open fires. – Children walk to the local bus stop to travel to school. ✓ Children go to school everyday. – Each school day starts with assembly and prayers. – The children sing Adivasi and English songs. – They learn Tamil, English, maths, science and social studies. – There is a library containing books in Tamil and English. – They play many different games, like <i>kho kho</i>, <i>kabbadi</i>, dodgeball, football and skipping. <i>Please be aware of misleading children to believe that Indian villages are 'primitive'. While there are differences, such as limited electricity, less use of electronic devices, and less cars, this isn't inherently negative. Also, the aim is to identify similarities, as well as differences, for example they play similar sports, like cricket and football.</i>
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Bricket Wood

Rationale	This topic is a local area study and an opportunity for pupils to develop their fieldwork and map reading skills. Pupils study maps of the village, complete a journey around the village using maps, carry out surveys of local residents, and compare and contrast the features of the village with features of towns.
End of unit outcome	Chronological report of their walk around the village, using directional vocabulary.
Environmental responsibility and sustainability	Pupils carry out a survey of adults' regular mode of transport for commuting to work and learn about the environmental impact of different forms of transport.

Key Vocabulary	Countryside, village, town, population, dense, residents, survey, commute
Link to prior learning	Year 1 – Our School
Links to future learning	Year 3 – The UK
National curriculum outcomes:	➔ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➔ Use world maps, atlases and globes to identify the United Kingdom, its countries, continents and oceans. ➔ Use basic geographical vocabulary to refer to key human features (city, town, village, factory, farm, house, office, port, harbour and shop) ➔ Use simple compass directions (North, South, East and West) ➔ Use locational and directional language (near and far; left and right). ➔ 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.
Core Knowledge	✓ Bricket Wood is a village near London. – Compare and define village (small) and town (large). ✓ Many residents work in the village. Others travel to work in towns nearby. – Bricket Wood was mostly farmland until a train station was built. – The motorway also allows people to commute to work. ✓ Fieldwork: Carry out a class survey of how local adults travel to work (parents/carers/relatives/staff etc) – Compile data into a bar chart. ✓ Fieldwork: Use and create maps of the local area including keys, e.g: – Follow routes on maps; create a route to different places in Bricket Wood.

	– Plan and use simple fieldwork and observational skills to study the geography of the local area and the key human and physical features of its surrounding environment, e.g. surveying types of houses, shops, traffic flow, if residents work in the village or in a nearby town.
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The Seaside

Rationale	This topic explores both physical and human geographical features, focusing on the British coastline and some of its typical seaside features. Pupils will also learn basic differences between a rural and urban landscape. This provides an opportunity for pupils to revise their Year 1 study of the countries of the UK and our seas. Pupils will also learn the names of the five oceans of the world and compare seashores from each continent.
End of unit outcome	An illustrated poster of a seaside, labelling and explaining key features, e.g. name of sea/ocean, physical features and human features.
Environmental responsibility and sustainability	Children will learn the importance of keeping our beaches clean and the impact of litter and waste in our seas.
Key Vocabulary	Land, sea, ocean, coast, edge, beach, cliff, port, harbour, pier, litter
Link to prior learning	Year 1 – The UK Year 1 – The World
Links to future learning	Year 3 – The UK Year 4 – Rivers Year 5 – Trade
National curriculum outcomes:	→ Name and locate the world's seven continents and five oceans. → Name the four countries of the United Kingdom. → Use basic geographical vocabulary. → Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents and oceans. → Use simple compass directions. → Use aerial photographs to recognise basic human and physical features.
Core Knowledge	✓ There are four countries in the UK: England, Northern Ireland, Scotland and the UK.

	✓ The UK is surrounded by three seas and one ocean: The North Sea, The English Channel, the Irish Sea and the Atlantic Ocean. ✓ There are five oceans in the world: Atlantic, Pacific, Indian, Southern, Arctic. <i>Children should describe the oceans, continents and UK countries in relation to each other using basic compass directions.</i> ✓ The edge of the land is called the coast.
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Mount Pleasant Lane Geography Curriculum

Year 3

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

The UK

Rationale	This first geography unit of KS2 reviews previous learning about the UK from Years 1 and 2: the four nations, the seas and the capital cities. It builds upon pupils' KS1 learning by studying key geographical features in each of the four nations, providing opportunities for: regular practice of locational skills, developing a knowledge of each nations' geographical differences, developing their skills of critical comparison. Children will also learn that the UK is made of four countries, each with their own culture, language, history and parliament.
End of unit outcome	An illustrated map of the UK.
Environment and sustainability	
Key Vocabulary	Continent, country, nation, capital city, river, mountain range, national park, parliament, government, border, coastline, population

Link to prior learning	Children should already know: • Year 1 – The UK • Year 2 – The Seaside
Links to future learning	This unit supports: • Year 4 – Rivers • Year 4 – London • Year 5 – Canals This unit also supports history topics in which pupils learn that the UK's nations have not always been united: • Year 3 – The Romans • Year 4 – Anglo Saxons • Year 5 – The Tudors
National curriculum outcomes:	➔ 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. ➔ Describe and understand key aspects of: ○ 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. ➔
Core Knowledge	✓ The United Kingdom is made of four countries: England, Wales, Scotland, Northern Ireland. ✓ The UK's flag has changed over time, incorporating the English, then Scottish and finally Northern Irish flags. ✓ Each country has its own capital city. – A capital city is where a country's government meets – The four nations each have their own parliament and can create laws for their own country.

	- All four countries speak English, but children also learn to speak their nation's own language. ✓ The capital cities developed on/near the coast for strong trade links. ✓ There are a number of major rivers, such as the river Thames ✓ There are a number of human features (landmarks) which include Stonehenge, Buckingham Palace, Cardiff Castle
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Earth and Volcanoes

Rationale	This unit is pupils' introduction to their KS2 study of physical geography. They explore the structure of the planet, learn that its crust is broken into tectonic plates, and learn how mountains and volcanoes are formed. Children continue to develop their mapping skills by locating mountain ranges and volcanoes around the world.
End of unit outcome	A poster presentation about the Earth's structure, mountains and volcanoes.
Environment and sustainability	
Key Vocabulary	Crust, inner core, outer core, magma, lava, mantle, volcano, boundary, mountain, earthquake, trench
Link to prior learning	Year 1 – Our Planet
Links to future learning	Year 4 – Iceland Year 4 – Rivers Year 6 – Earthquakes Year 6 – The Galapagos
National curriculum outcomes:	➔ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ➔ Describe and understand key aspects of physical geography, including volcanoes. ➔ Describe and understand key aspects of human geography, including: types of settlement, land use. ➔ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Core Knowledge	• Describe the structure of the earth:

	✓ Name and describe the 4 layers of the earth. • Describe and explain tectonic plates and consequences of their movement. ✓ Describe how the continents formed from the supercontinent, Pangaea. ✓ Describe and explain how mountains, trenches and earthquakes occur. ✓ Locate significant mountains and volcanoes around the world, using a variety of maps and atlases. ✓ Explain how volcanoes are formed. • Explain how people adapt to living in areas prone to volcanic regions and/or earthquakes. ✓ Evaluate pros and cons of living near volcanoes or in earthquake zones.
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The Amazon

Rationale	This topic explores South America and two of its incredible physical features: the Amazon rainforest and the Amazon River. Children will study their location
End of unit outcome	A persuasive letter or speech linked to protecting the Amazon.
Environment and sustainability	Children will learn about deforestation and exploitation of the rainforest's resources, and how we can protect it.
Key Vocabulary	Biome, rainforest, habitat, native, canopy, emergent, understorey, forest floor, indigenous, deforestation
Link to prior learning	Year 1 – Our Planet
Links to future learning	Year 4 – Rivers Year 5 – Trade
National curriculum outcomes:	➔ Locate the world's countries using maps [focusing] on South America, concentrating on [its] environmental regions, key physical and human characteristics, countries and major cities. ➔ Identify the significance of the equator and the Tropic of Cancer.

	➔ Understand geographical similarities and differences through the study of human and physical geography of a region within South America. ➔ Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ➔ Describe and understand key aspects of human geography, including: types of settlement, land use, and economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water ➔ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➔ Use the eight points of a compass.
Core Knowledge	✓ The Amazon is a tropical rainforest, which is a distinct biome within the tropics: hot with high rainfall. ✓ The Amazon rainforest is in South America ✓ The Amazon River flows through a number of countries (Brazil, Peru and Columbia) and flows into the Atlantic Ocean. ✓ Indigenous people live in the Amazon and co-exist with its wildlife (e.g. the Kayapo and Tupi) ✓ Much of our food grows in the Amazon rainforest because they can only grow in that climate. ✓ Human activity has had a significantly negative impact on the rainforest over the last 100 years. ✓ Specifically: In the 1960s, large-scale clearing began, using new machinery. ✓ Cattle farming and soy bean fields have required deforestation. ✓ Deforestation is causing mass extinction and reducing air quality.

Mount Pleasant Lane Geography Curriculum

Year 4

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London

Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

Iceland

Rationale	Our KS2 European study focuses on Iceland. While inhabited, Icelandic people have had to adapt to live in a very uninhabitable environment. This provides an exciting opportunity for pupils to extend their knowledge of human geography to consider how settlements adapt to their environments. This unit introduces the concept of importation, exportation and trade links, which is built on in Upper Key Stage 2. This unit also provides opportunities to revisit key geological learning about tectonic plates and volcanoes, to practice key geographical skills (such as using maps, reading and creating climate charts, and locating lines of latitude and longitude), and prefaces their future learning about rivers and the Vikings (in history).
End of unit outcome	A survival guide for living in Iceland.
Environment and sustainability	Although Icelandic communities require a lot of power to heat their homes and greenhouses, their energy industry is highly sustainable as it exploits the island's geothermal energy. Children will explore different types of sustainable energy including, solar, wind and geothermal.
Key Vocabulary	Country, island, tectonic plate, volcano, earthquake, rift, Arctic Circle, climate, import, export, tundra climate
Link to prior learning	Children should already know: • Year 1 – Our Planet • Year 3 – Earth and Volcanoes
Links to future learning	This topic supports: • Year 4 – Rivers • Year 5 – Trade • Year 6 – Extreme Earth & Galapagos
National curriculum outcomes:	➔ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ➔ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. ➔ 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. ➔ Describe and understand key aspects of: – physical geography, including: climate zones, biomes, mountains, volcanoes. – 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 ➔ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➔ Use fieldwork to measure, record and present the human and physical features in the local area using a range of methods, graphs.
Core Knowledge	✓ The Vikings were the first people to travel to and settle in Iceland. ✓ Iceland is a country in Europe. – Iceland is located slightly south of the Arctic Circle. – It has a tundra climate: extremely low temperatures; low rainfall; long, dark winters and short, cool summers – Iceland is located on boundaries of transform tectonic plates and formed by volcanic activity. The tectonic plate boundaries are visible.

	✓ Human settlements have adapted to the harsh conditions. – Most (60%) of the population live in the capital, Reykjavik. – Settlements are primarily along the coast for trade and travel. – Houses are adapted to maintain heat ✓ Food is hard to grow in Iceland. – There is very little arable farmland and very few vegetables can grow in cold temperatures (potatoes, turnips, carrots, cabbage) – Main diet is fish, dairy, root vegetables and berries. – Food is expensive to import.
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Rivers

Rationale	This unit follows the Year 3 topics <i>The UK</i> and <i>Earthquakes and Volcanoes</i> , and builds on their knowledge of place, mountain formation and soil erosion. They will continue to familiarise themselves with the British Isles and develop their mapping skills by locating some of the country's major rivers on maps. They then learn about key geographical features of rivers, how rivers form, the crucial role rivers play in fertilising the land that surrounds them, and why it is important to care for our rivers. The children also learn about the water cycle, which is supported by their study of <i>States of Matter</i> in science.
End of unit outcome	A poster presentation of a UK river and the water cycle.
Environmental responsibility and sustainability	Pupils learn about sources of river pollution, the impact it has on local wildlife, and ways in which rivers can be cared for.
Key Vocabulary	River, lake, mountain, hill, coast, sea stream, source, tributary, mouth, estuary, meander, channel, riverbed, current, course, erode/erosion, precipitation
Link to prior learning	Year 1 – The UK Year 3 – The UK Year 3 – Earth and Volcanoes Year 4 science – States of Matter
Links to future learning	Year 5 – Trade Year 5 – Canals
National curriculum outcomes:	➔ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, coasts and rivers. ➔ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ➔ 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.
Core Knowledge	✓ A river is large natural stream of water flowing in a channel to the sea, a lake, or another river – Water always flows downstream, which means it flows downhill towards the sea. ✓ Parts of a river: – A stream is a small, narrow river. – An estuary is where a river meets the ocean and the river and ocean mix. – The mouth of a river is the end of it, where it meets the sea, a lake or another river.

	- The source of a river is where it starts. - A tributary is a small river or stream that joins a bigger river. - The riverbed is the bottom of the river and it is usually made of sand, rocks or mud. - The current is the strength and speed of a river. - The riverbank is land at the side of a river. ✓ Be aware that there are various rivers in the UK. - Know that cities and towns often grow alongside rivers as they provide water for consumption, agriculture and transport. Flood plains are also very fertile. ✓ Know that as water condenses clouds form in the sky, when it is cool enough, and a vast amount of water has formed, it falls in the form of rain and is called precipitation.
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London

Rationale	This unit builds on pupils' locational knowledge of 'The UK' from Year 1 and Year 3, builds on their comparative understanding of villages, towns and cities from 'The Seaside' in Year 2, and prepares them for 'Canals' in Year 5. It also refers to their historical knowledge of London in the 1600s from their study of 'the Great Fire of London' in Year 2. Children will revise the differences between a town, a city and a capital city before exploring how London has grown over time to accommodate the growth in population. This is then revisited in Year 6's topic on the Industrial Revolution. Pupils will also continue their practice of locational skills through a series of mapping exercises, including the London Underground network – a real life skill! This culminates in a written description of a route, which builds on their mapping skills from Year 2's topic, 'Bricket Wood'.
End of unit outcome	A narrative of a journey through London, in reference to places and landmarks, in correct sequence.
Environmental responsibility and sustainability	Children will learn that public transport is crucial to reducing road traffic and pollution.
Key Vocabulary	Capital city, city, town, village, rural, urban, suburban, house, flat/apartment, public transport, the tube, station
Link to prior learning	Year 1 – The UK Year 2 – Great Fire of London Year 2 – Bricket Wood Year 3 – The UK
Links to future learning	Year 5 – Canals Year 6 – Industry and Invention
National curriculum outcomes:	➔ Name and locate cities of the United Kingdom and their identifying human characteristics and land use patterns, and how some of these have changed over time. ➔ Describe and understand key aspects of: types of settlement and land use, economic activity including trade links. ➔ Use maps and atlases. ➔ Use the eight points of a compass. ➔ Use fieldwork to measure and record human activity.
Core Knowledge	✓ Modern day London was originally an Anglo Saxon settlement and port for the kingdom of Essex. - Over time, more villages were established, which joined together to form a town. - The inner area is urban;

	- The outer area is suburban – less businesses and more residential buildings; ✓ The River Thames runs through the city. ✓ The British government is run from London. - A capital city is one in which a government's building is. - The Houses of Parliament are in central London. ✓ There are many different modes of transport in London. - Canals were used to trade across the UK before trains were invented. - The London Underground enables us to travel quickly across the city, including under the Thames. More lines and stations are built as the city continues to grow. - Buses, bikes and walking are very popular.
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Mount Pleasant Lane Geography Curriculum

Year 5

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	South Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

South Africa

Rationale	This unit explores the diverse physical geography of Africa's southernmost country, which spans three biomes, and its human geography, including the founding of Cape Town and the industries that have allowed it to become Africa's richest country. The unit formally introduces pupils to the use of African ports by European sea merchants from the 1500s as they travelled to India, and to the colonisation of land for exploitation of natural resources. The unit includes a history lesson on Apartheid, details of which are in the history curriculum.
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End of unit outcome	An illustrated map of South Africa.
Equality, Diversity and Inclusion	Children are formally introduced to the European colonisation of Africa. The accompanying history lesson explores the racist legislation enforced by the Apartheid government, and civil movement that overthrew it.
Key Vocabulary	Biome, desert, savanna, grassland, climate, conservation, safari, port, tribe, industry, agriculture, mine/mining, occupy, exploit, colony/colonisation
Link to prior learning	Children should already know: • Year 1 – Our Planet • Year 2 – India (some countries speak many different tribal languages) • Year 3 – Amazon • Year 4 – Iceland
Links to future learning	This unit supports: • Year 5 – Trade • Year 6 – Benin Kingdom
National curriculum outcomes:	➔ Locate the world's countries, using maps ➔ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle ➔ Describe and understand key aspects of: ○ 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 ➔ 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 ➔ 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.
Core Knowledge	✓ South Africa is a country in Southern Africa. – Africa contains 54 countries. – Africa spans the equator and the tropics of Cancer and Capricorn. – The Tropic of Capricorn passes through South Africa. – South Africa contains many different biomes: tropical, desert, savanna, grassland, Mediterranean. ✓ There are many nature reserves in South African savanna. ✓ South Africa's main industries are agriculture and mining. ✓ In the past, African people lived in tribal villages or kingdoms. – Each tribe had its own language. ✓ South Africa's natural resources have been exploited by the Dutch and British in the past.

Trade

Rationale	Across Key Stage 2, pupils study the economic links between countries to understand that natural resources differ across the world. This topic draws upon that conceptual understanding as pupils learn what the UK can produce, and how it imports the resources that it can't. In doing so, pupils are also introduced to some of the problems with current economic activity, including exploitation of resources, Fair Trade projects and the impact of global trade on our environment
End of unit outcome	To write a persuasive letter to their local shop/supermarket to buy more Fair Trade products.
Environment and sustainability	Pupils learn about the impact of airfreight on the environment and the impact of industrial agriculture on the Amazon rainforest.
Key Vocabulary	Import, export, freight, cargo, natural resources, exploit
Link to prior learning	Year 3 – The Amazon Year 4 – Iceland
Links to future learning	Year 6 – Benin Kingdom
National curriculum outcomes:	➔ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America ➔ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle ➔ 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 ➔ use maps, atlases, globes and digital/computer mapping to locate countries
Core Knowledge	✓ Locate the world's continents and key countries involved in UK trade, with a specific focus on Europe (including Russia), North America, and South America. ✓ Use maps, atlases and globes to trace trade routes. ✓ Understand how the world is divided and how climate affects what can be grown or produced. They need to identify: – The Equator, Northern Hemisphere, and Southern Hemisphere. – Between the Tropics of Cancer and Capricorn is the warm zone, where many of the UK's imported tropical goods (like bananas and cocoa) are grown. ✓ Importing is buying and bringing goods <i>into</i> a country from abroad; exporting is selling and sending goods <i>out</i> to another country. – The UK has a temperate climate and can produce goods like wheat, barley, potatoes, and sheep/cattle. – The UK cannot easily grow crops that require constant heat and sunshine, meaning it must import items like bananas, coffee, tea, and cacao. – Our planet's natural resources are not shared equally. This unequal distribution is the primary reason countries trade. – Natural Resources are materials found in nature that humans use, including energy (oil, gas), food, minerals, and water. ✓ ✓ Global trade connects us, but it also creates significant environmental and ethical challenges. – Transporting goods thousands of miles via cargo ships and airplanes burns fossil fuels, contributing to carbon emissions and climate change ("Food Miles"). – Over-trading and intense consumer demand can lead to the depletion of natural resources, such as deforestation in South America to make way for cattle ranching or soy farming. – Pupils will learn about the Fairtrade initiative. This movement ensures that farmers and workers in developing countries get a fair price for their products, safe working conditions, and extra money to invest in their local communities (schools, healthcare).

Canals

Rationale	This topic explores a key local geographical feature of Hertfordshire: our canals! It refers to many previous topics (Year 4 – Rivers, Year 4 – London, Year 5 – Trade) which makes it an excellent opportunity for revision, while also deepening their contextual understanding of the common themes of trade and transport in Britain.
End of unit outcome	A fact file about canals in Britain and Hertfordshire.
Environment and sustainability	
Key Vocabulary	Waterway, transport, barge, narrowboat, towpath, locks, dam, aquaduct
Link to prior learning	Year 4 – Rivers Year 4 – London Year 5 – Trade
Links to future learning	Year 6 – Industry and Invention
National curriculum outcomes:	➔ Explore key topographical features (hills, mountains, valleys, rivers) of the UK. ➔ Describe and understand key aspects of human geography, including land use and trade links. ➔ Use maps to describe features studied. ➔ Use the eight points of a compass.
Core Knowledge	✓ Canals are manmade waterways. – They are typically dug out. – They often use dams or aqueducts to maintain specific routes over difficult terrain. ✓ Comparing canals ‘then’ and ‘now’: In the 1790s the UK began building thousands of miles of canals to cheaply transport heavy raw materials like coal, iron, and bricks. – Before canals, materials were often moved by horse and cart on bumpy, uneven dirt tracks. – A single canal boat could carry 50 times the weight of a horse-drawn cart. ✓ Engineering Features – Tow paths: – Before engines were invented, horses pulled barges. – Horses walked alongside the canal on a ‘towpath’. – Locks: – Because water always flows downhill, canals use locks. A lock is essentially a water-filled chamber with gates at both ends that act as a "water staircase," allowing boats to travel safely up or down steep hills. – Aqueducts: – Bridges that carry canals over deep valleys or other rivers (e.g., the famous Pontcysyllte Aqueduct in Wales). – Tunnels: – Passageways dug through hills so canals can take the straightest, most efficient route. [1], 2, 3, 4, 5] ✓ Canals now – Most goods are now transported by train, ship or plane. – Today, canals are used as important habitats for wildlife and for leisure activities, such as boating holidays, walking, and cycling.

Year 6

EYFS			
Year 1	Our School	The UK	Our Planet
Year 2	India	Bricket Wood	The Seaside
Year 3	The UK	Earth and Volcanoes	The Amazon
Year 4	Iceland	Rivers	London
Year 5	Africa	Trade	Canals
Year 6	Extreme Earth	Galapagos	

Extreme Earth

Rationale	In this unit, pupils will review the structure of the earth, tectonic plate movements and the formation of mountains and volcanoes, which they studied previously in Year 3. They will then revisit the positive and negative effects of volcanic eruptions, building on their study of Iceland in Year 4 and in preparation for their study of the Galapagos Islands later in Year 6, particularly focusing on land use and settlements in volcanic regions. Students will then study the cause and effect of earthquakes, again exploring how people have adapted to live in such dangerous areas, in reference to a case studies of San Fransisco's 1906 and 1989 earthquakes.
End of unit outcome	A comparative essay of San Francisco's 1906 and 1989 earthquakes.
Environmental responsibility and sustainability	
Key Vocabulary	Inner core, outer core, mantle, crust, earthquake, volcano, mountain, tectonic plate, fertile, fault line, epicentre, seismic, Richter scale
Link to prior learning	Year 3 – Earth & Volcanoes Year 4 – Iceland
Links to future learning	Year 6 – Galapagos
National curriculum outcomes:	➔ 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. ➔ Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes. ➔ Describe and understand key aspects of human geography, including: types of settlement, land use. ➔ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Core Knowledge	✓ The Earth is made of 4 layers: inner core, outer core, mantle and crust. – The crust is made of different pieces, called tectonic plates, which slowly move over time. ✓ Tectonic plate movement can cause the formation of mountains and volcanoes, and cause earthquakes.

	✓ Know that people choose to live in volcanic regions because the fertile soil and/or land formation offers many benefits. – Explore different strategies for surviving volcanoes that have been used in recent history. ✓ Earthquakes vary in severity. – Their strength is measured used the Richter scale. – The focal point of the earthquake is called the epicentre. The earthquake feels weaker the further away you are from there. – There are smaller earthquakes afterwards, called aftershocks. – Specialists (Seismologists) have special equipment that can detect pre-movements that indicate an impending earthquake. – People living in earthquake-prone regions have adapted their buildings and everyday life to stay safe.
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The Galapagos

Rationale	In this final geography topic, pupils draw upon their physical geography knowledge from across Key Stage 2 to study the volcanic islands of the Galapagos. Children build on their knowledge of how volcanic islands form to understand why the landscape and nature of the Galapagos is so unique. Children also have the opportunity to study the environmental dangers faced by the islands and how humans can act to protect them.
End of unit outcome	A presentation to promote environmental protection of the Galapagos.
Environmental responsibility and sustainability	Children explore the impact of tourism, climate change and sea pollution on the Galapagos's ecosystems, and ways in which humans can better protect them.
Key Vocabulary	Volcano, island, archipelago, (bio)diversity, adapt, native, conservations
Link to prior learning	Year 3 – Earth and volcanoes Year 4 – Iceland Year 6 – Extreme Earth
Links to future learning	
National curriculum outcomes:	➔ Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities. ➔ Understand geographical similarities and differences through the study of human and physical geography of a region of ... South America. ➔ Describe and understand key aspects of physical geography, including climate zones, vegetation belts and volcanoes. ➔ Use maps, atlases, globes and digital mapping to locate countries and features studied. ➔ Use the eight points of the compass.
Core Knowledge	✓ The Galapagos Islands: – are located in the Pacific Ocean. – are located on the equator. – are an archipelago (a group of small islands). ✓ The Galapagos Islands were formed by volcanoes erupting beneath the surface of the ocean. – Volcanic eruptions occur as a result of tectonic plate activity. – The islands have a rugged landscape, but also sandy beaches. ✓ The islands are made of cooled lava, which is very rich in minerals, and therefore very fertile. ✓ The islands are located in the warm Pacific Ocean.

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| | <ul style="list-style-type: none">- Rich soil, warm temperatures and unique landscapes mean the islands are home to a wide variety of plants and animals. |
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