Agreed Core Knowledge – KS2

Swale / Nidd	Spring Term A – Yorkshire and Humber, a coastal study.
National Curriculum Links	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts)and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
Core Knowledge	• A city is the largest type of settlement, containing lots of buildings and lots of people. Each country has a capital city. In the UK they are: London, Edinburgh, Cardiff and Belfast. • Some of the other key cities around England include: Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham. • The Earth's Equator is the imaginary line that runs around the centre of the globe. It is an equal distance between the North and South Poles. Above the equator is the Northern hemisphere. Below the equator is the Southern hemisphere. We live in the Northern hemisphere. • A county is a small region which has its own local government. • England split up into 48 counties. We live in North Yorkshire. • North Yorkshire is bordered by: County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire. • A map can be a drawing or a model of a place, usually seen from above. • A key shows us what different symbols on a map mean. • North Yorkshire is a huge county with a range of features depending on where you visit, including rural and urban areas and coastal regions. • We have a temperate climate. A temperate climate typically has cool winters, warm summers and rain throughout the year. • Some of the coastal towns in North Yorkshire include: Whitby, Scarborough, Saltburn, Filey and Robin Hood's Bay. • The coast is the land along a sea; the boundary of a coast, where land meets water, is called the coastline. • Human features have been built by people. In Bilton you will find Human features such as the school, library, churches, cricket ground and cycleways. In Saltburn you will find human features such as Saltburn cliff lift, Saltburn pier and the miniature railway. • Physical features are natural and would be here even if there were no people around. In Bilton you will find physical features such as the river Nidd, Nidd Gorge and woodland. In Filey you will find physical features such as: the beach, cliffs, coastline, Saltburn Beck, woodland and headland.

Misconceptions	Harrogate is a city. The equator is the source of heat. Counties mixed up with cities or with countries. A key must have symbols for every detail on a map. Each town/city in North Yorkshire has the same geographical features.
Key Vocabulary	Equator, northern hemisphere, southern hemisphere, country, London, Edinburgh, Cardiff, Belfast, Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham, city, town, village, capital. City, compass, direction, North Yorkshire, counties, rural, urban, coastal, County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire, map, key, ordnance survey, human geography, physical geography, symbol, woodland, River Nidd, gorge, climate, temperate, fieldwork, enquiry, survey, tally, graph, Whitby, Scarborough, Filey, Robin Hood's Bay, Saltburn, boundary, cliffs.
Skills and fieldwork opportunities	Use OS maps, atlases, globes and digital/computer mapping to locate counties, coastal towns and cities and their features. Use the contents and index of an atlas. Recognise landmarks and features on aerial photographs. Draw a map, using class agreed symbols to devise a key. Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Observe, record and name geographical features of the coast and local area. Collect simple quantitative data. Make annotated sketches, field drawings and freehand maps. Take digital photos and label/caption them. Use a simplified likert scale. Draw conclusions about enquiry using findings from fieldwork to support reasoning. **Saltburn trip – Why do people visit Saltburn? What impact do humans have at the beach? What clues are there that humans have been there?**

Swale / Nidd	Summer Term A – Italy – Campania region.
National Curriculum Links	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of the, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Describe and understand key aspects of physical geography, including climate zones, mountains and volcanoes as well as human geography, including: land use.
Core Knowledge	• There are 7 continents. We live in Europe. Italy is also in Europe. • Some of the other countries found around Europe include: France, Spain, Portugal, UK, Ireland, Italy, Greece, Germany, Belgium, Poland and Russia. • The Earth's Equator is the imaginary line that runs around the centre of the globe. It is an equal distance between the North and South Poles. It is warmer nearer the equator and cooler nearer to the poles. Italy is closer to the equator than we are. • The Campanian region is a part of Italy which include the provinces of: Naples, Avellino, Benevento, Caserta and Salerno. • Campania is on the Tyrrhenian sea. • The climate is typically Mediterranean along the coast with warm, sunny and sultry summers and mild, rainy winters, whereas in the inner zones it is more continental, with lower temperatures in winter and warm summers • Human features have been built by people. In the Campanian region, you will find human features such as: museums, churches, ports and castel nuovo. • Physical features are natural and would be here even if there were no people around In the Campanian region, you will find physical features such as: volcanoes, mountains, hills, coasts and cliffs. • The Campanian volcanic arc is a volcanic arc that consists of a number of active, dormant, and extinct volcanoes in the Campania region of Italy including Mount Vesuvius, Phlegraean fields, Ischia and Palinuro. • A volcano is a type of mountain that coves downwards to a pool of molten rock below the Earth's surface. • An active **volcano** is one that has erupted recently, and there is a possibility that it may erupt again. • A dormant **volcano** is one that has not erupted for a long time; however, it may still erupt in the future. • Extinct volcanoes are those which will not likely erupt again. • Volcanoes have a vent, a crater, a conduit and. Magma chamber. • Some active volcanoes in Italy include: Vesuvius (Naples), Stromboli and Mount Etna (both in Sicily) Mount Etna is the highest and most active volcano in Italy. • It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called **meridians.** They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones.

	• There is an imaginary line running through the UK called the **Prime Meridian. Countries to the east of that line are ahead of the UK, and countries to the west are behind.** • Italy's time zone is ahead of us.
Misconceptions	The same language is spoken throughout Europe. The equator is the source of heat. Campania is a country or city. Climate and weather may be used interchangeably. It only rains when it is cold. Volcanoes are found near the equator because it's hot there. It is warmer the higher up you go because you're closer to the sun.
Key Vocabulary	Northern hemisphere, southern hemisphere, Ocean, Sea, mountains, volcano, coast, Mediterranean, continental, climate, mild, human feature, physical feature, tourism, population, prime meridian, Greenwich mean time, France, Spain, Portugal, UK, Ireland, Italy, Greece, Germany, Belgium, Poland, Russia, province, Naples, Avellino, Benevento, Caserta, Salerno, Tyrrhenian sea, volcanic, active, dormant, extinct, Mount Vesuvius, Phlegraean fields, Ischia, Palinuro, erupt, eruption, vent, crater, conduit, magma, chamber, Vesuvius, Stromboli, Mount Etna, Sicily.
Skills and fieldwork opportunities	Use OS maps, atlases, globes and digital/computer mapping to locate Italy and the Campanian region. Use the contents and index in an atlas. Use thematic maps to observe the climate zones across the world. Use the key on an OS map to name and recognise key physical and human features of the Campanian region. Use the four points of a compass, four-figure grid references, symbols and key to build their knowledge of the Campanian region. Use a scale bar on a map to estimate distance.

Swale / Nidd	Autumn Term B – North America - Yucatan Peninsula
National Curriculum Links	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Describe and understand key aspects of physical geography, including: climate zones and human geography, including types of settlement and land use.
Core Knowledge	• There are 7 continents. We live in Europe. The Yucatan Peninsula is found in North America. • North America is in the Northern hemisphere. • Seas are smaller than oceans, and partially enclosed by land. The gulf of Mexico is a sea found to the west and North of the Yucatan Peninsula. • The countries of Mexico, Belize, and Guatemala are included in the Yucatan Peninsula. Most of the Yucatan Peninsula is in Mexico. • Mayan Indians make up a large part of the population • The Maya have lived on the Yucatán Peninsula for thousands of years. The ancient Maya built cities, such as Chichén Itzá, that featured pyramids and other impressive structures. Today the ruins of these cities attract many tourists. • Climate is the weather found in a place over a long period of time. • The climate of the Yucatan Peninsula is tropical and consists of wet and dry seasons. Winters are mild and summers can be very hot. • The Yucatan Peninsula is found close to the equator. • Human features have been built by people. Some key human features in The Yucatan Peninsula include: Chichen itza and Uxmal ruins • Physical features are natural and would be here even if there were no people around. Some physical features in The Yucatan Peninsula include: low hills, sinkholes, many tropical rainforests and jungles. • Some of the major cities found in in Mexico are: Cancuun, Guadalajara, Monterrey. The capital of Mexico is Mexico City. • It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called **meridians**. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. • There is an imaginary line running through the UK called the **Prime Meridian. Countries to the east of that line are ahead of the UK, and countries to the west are behind.** • The Yucatan Peninsula's time zone is behind us.

Misconceptions	North America is just USA. Confusing states with countries. Same climate across North America. Same language spoken. Same time zones. The Yucatan Peninsula is just in one country. The Yucatan Peninsula is in South America. Climate and weather may be used interchangeably. The equator is the source of heat. Rain only happens when it is cold. Sinkholes are a human feature.
Key Vocabulary	Northern hemisphere, southern hemisphere, Greenland, Canada, United States of America, Mexico, Nuuk, Ottawa, Washington DC, Mexico City, Ocean, Sea, Gulf of Mexico, Caribbean Sea, mountains, rainforest, desert, volcano, rainfall, tropical, arid, climate, hot, humid, vegetation, plateaus, coastal, canyon, human feature, physical feature, agriculture, economy, tourism, population, prime meridian, Greenwich mean time, Chichen itza, cathedral, Cancuun, Guadalajara, Monterrey.
Skills and fieldwork opportunities	Use OS maps, atlases, globes, and digital/computer mapping to locate the Yucatán Peninsula and identify the countries of Mexico, Belize, and Guatemala. Use the contents and index of an atlas to locate North America, Mexico, and the Gulf of Mexico. Use thematic maps to explore the tropical climate of the Yucatán Peninsula. Use the key on a map to identify and describe key physical and human features of the Yucatán Peninsula, such as rainforests, cenotes (sinkholes), low hills, and ancient Mayan ruins. Use the four points of a compass, four-figure grid references, symbols, and keys to build geographical knowledge of the region and its place within North America. Use world maps and time zone maps to understand the position of the Yucatán Peninsula in relation to the Prime Meridian and the UK, and to identify differences in time zones.

Swale / Nidd	**Spring Term B – Bilton local area study.**
National Curriculum Links	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, Describe and understand key aspects of physical geography including rivers, and human geography, including: types of settlement and land use.
Core Knowledge	• A city is the largest type of settlement, containing lots of buildings, people and traffic. • Each country has a capital city. In the UK they are: London. Edinburgh, Cardiff and Belfast. • Some of the other key cities around England include: Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham. • Above the equator is the Northern hemisphere. Below the equator is the Southern hemisphere. We live in the Northern hemisphere. • A county is a small region which has its own local government.

	• England split up into 48 counties. We live in North Yorkshire. • North Yorkshire is bordered by: County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire. • A map can be a drawing or a model of a place, usually seen from above. • North Yorkshire is a huge county with a range of features depending on where you visit, including rural and urban areas and coastal regions, • A key shows us what different symbols on a map mean. • We have a temperate climate. A temperate climate typically has cool winters, warm summers and rain throughout the year. • Human features have been built by people. In Bilton you will find Human features such as the school, library, church, cricket ground and cycleways • Physical features are natural and would be here even if there were no people around. In Bilton you will find physical features such as the river Nidd, Nidd Gorge and woodland.
Misconceptions	Great Britain and United Kingdom are the same. Cities are the same as countries or counties. Countries and counties are the same. Harrogate is a city.
Key Vocabulary	Northern hemisphere, southern hemisphere, country, London, Edinburgh, Cardiff, Belfast, Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham, city, town, village, capital. City, compass, direction, North Yorkshire, counties, rural, urban, County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire, map, key, ordnance survey, human geography, physical geography, symbol, woodland, River Nidd, gorge, climate, temperate, fieldwork, enquiry, survey, tally, graph.
Skills and fieldwork opportunities	Use OS maps and atlases to locate the UK, its capital cities, counties, and key cities. Use the contents and index of an atlas to locate North Yorkshire and its neighbouring counties. Recognise and describe features and landmarks using aerial photographs and satellite images. Draw sketch maps of the local area using class-agreed symbols to create a key. Use the four points of a compass and four-figure grid references. Observe, identify, and record human and physical features in the local area. Make annotated sketches and field drawings to record findings during local walks and observations. **Traffic Survey – Is traffic a problem in our local area?** Use tally charts to collect quantitative data about the local area. Use data gathered through fieldwork to draw conclusions and support reasoning in response to enquiry questions.

Swale / Nidd	**Summer Term B – South America – The Amazon Rainforest**
National Curriculum Links	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

	Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region within South America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains as well as human geography, including types of settlement and land use.
Core Knowledge	• The Amazon Rainforest is found in the continent of South America. • The Pacific Ocean is to the west of South America and the Atlantic Ocean is to the north and east. • South America is in both the Northern and Southern hemisphere. • South America is made up of many countries, including: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela. • The capital of Brazil is Brasilia. Some other major cities in Brazil include: Sao Paulo, Salvador and Rio de Janeiro. • Human features have been built by people. Some key human features in Brazil include: Christ the Redeemer and The Cathedral of Brasilia. • Physical features are natural and would be here even if there were no people around. Some physical features in Mexico include: Pico do Jaragua, the Copacabana beach, the Amazon Rainforest and the Amazon river. • South America can be divided into three geographical regions: mountains and highlands, river basins, and coastal plains. • South America has three major biomes: the tropical rainforest (in the river basin regions), the Atlantic Forest (in the mountain regions), and the Cerrado savannah (in the coastal plains regions). • The rainforest spreads over four different nations. Around 60% of the Amazon rainforest is found in Brazil. • The Amazon Rainforest is around twenty five times the size of the United Kingdom. • The equator goes through Brazil. • Climate is the weather found in a place over a long period of time. • Most of the Amazon rainforest experience a tropical climate. There is a wet and a dry season. It is very humid all year round. • It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called **meridians**. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. • There is an imaginary line running through the UK called the **Prime Meridian. Countries to the east of that line are ahead of the UK, and countries to the west are behind.** • The Amazon rainforest time zone is behind ours. • The different layers of the rainforest are: forest floor, understory, canopy, and the emergent layer. • Different plants and animals are adapted for life in different layers of the rainforest. • There are many indigenous communities living in the rainforest today. • Deforestation is a major threat to the World's climate.

Misconceptions	South America is in the southern hemisphere. The Amazon rainforest is only found in Brazil. The equator is the source of heat. Rain is only found where it is cold. A rainforest is the same as a woodland. Nobody lives in a rainforest.
Key Vocabulary	Northern hemisphere, southern hemisphere, Ocean, Sea, mountains, rainforest, desert, volcano, river, basins, beach, highlands, coastal, savannah, biome, rainfall, tropical, climate, hot, humid, vegetation, human feature, physical feature, tourism, population, prime meridian, Greenwich mean time, Amazon, Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela, Sao Paulo, Salvador, Rio de Janeiro, Brasilia, Pico do Jaragua, Copacabana, Christ the redeemer, indigenous, deforestation, forest floor, understory, canopy, emergent layer.
Skills and fieldwork opportunities	Use OS maps, atlases, globes and digital mapping to locate South America, Brazil, and the Amazon Rainforest. Use a simple contents page and index to find places in an atlas. Use four points of the compass and four-figure grid references to describe locations in South America. Use symbols and keys to interpret features on a map, including rivers, forests, and capital cities. Use thematic maps to explore climate and biomes across South America. Use photographs and satellite images to recognise rainforest features and layers. Create a labelled model or diagram of the rainforest layers.

Cov	**Autumn term A - Scandinavia**
National Curriculum Links	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and coasts), 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) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Describe and understand key aspects of: physical geography, including: climate zones, biomes and mountains as well as human geography, including: types of settlement and land use.
Core Knowledge	• Scandinavia is found in the continent of Europe. • Some of the other countries found around Europe include: France, Spain, Portugal, UK, Ireland, Italy, Greece, Germany, Belgium, Poland and Russia. • Scandinavia is further away from the equator than we are, and closer to the North pole. • Latitude and longitude are a system of imaginary lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.

	• The tropic of capricorn is the halfway point between the equator and the south pole. • The tropic of cancer is the halfway point between the equator and the north pole • Scandinavia is located within the Arctic circle. • Three countries (Norway, Denmark and Sweden) make up Scandinavia. • Denmark's capital is Copenhagen, Norway's capital is Oslo and Sweden's capital is Stockholm. • Denmark shares a land border with Germany and is connected to Sweden by a bridge. It is a very flat area with lots of farmland. It also has many beaches around the coastline. • Norway shares a border with Russia, Finland and Sweden. It has a mountainous terrain and fjords. • Stockholm shares a land border with Finland and Norway. It is connected to Denmark via a bridge. Forests cover most of Sweden. There are also many lakes and islands. • Northern parts of Sweden and Norway have a subarctic climate. This means that they have very long, cold winters and short, cool summers. The rest of Scandinavia has less harsh conditions and a climate similar to other European countries although winters are often colder. • The most Northern areas of Scandinavia experience a 'dark season' where for weeks on end, inhabitants will not have any daylight hours. • It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called **meridians.** They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. • There is an imaginary line running through the UK called the **Prime Meridian. Countries to the east of that line are ahead of the UK, and countries to the west are behind.** • Scandinavia's timezone is GMT+2
Misconceptions	Scandinavia is a country. Longitude and latitude mixed up. Tropic of cancer/Capricorn mixed up. It is covered in snow as it is in the arctic circle. Weather may be confused with climate.
Key Vocabulary	Longitude, latitude, tropics of cancer/Capricorn, Arctic, France, Spain, Portugal, UK, Ireland, Italy, Greece, Germany, Belgium, Poland, Russia, Norway, Denmark, Sweden, Copenhagen, Oslo, Stockholm, mountains, coast, coastline, farmland, fjord, forest, lake, island, biome, subarctic, climate, tourism, population, prime meridian, Greenwich mean time, Aurora Borealis, Nordic, terrain.
Skills and fieldwork opportunities	Use OS maps, atlases, satellite images and digital/computer mapping to locate Scandinavia and its countries. Use the contents and index in an atlas. Use thematic maps to observe the climate zones across the world. Use the key on an OS map to name and recognise key physical and human features Scandinavia. Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of Scandinavia. Use a scale bar on a map to estimate distance.

Cov	**Spring term A**

Skills and fieldwork opportunities	**Year 4 -** Saltburn trip – Why do people visit Saltburn? What impact do humans have at the beach? What clues are there that humans have been there?

Cov	**Summer term A – Yorkshire and Humber, Dales focus.**
National Curriculum Links	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 and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle as well as human geography including types of settlement and land use.
Core Knowledge	• A city is the largest type of settlement, containing lots of buildings and lots of people. Each country has a capital city. • Some of the other key cities around England include: Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham. • A county is a small region which has its own local government. • England split up into 48 counties. We live in North Yorkshire. • North Yorkshire is bordered by: County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire. • North Yorkshire is a huge county with a range of features depending on where you visit, including rural, urban areas and coastal regions. • We have a temperate climate. A temperate climate typically has cool winters, warm summers and rain throughout the year. •The Yorkshire Dales has 8000 km of dry-stone walls in the area. The walls are built by farmers to show what land belongs to them, or to stop animals such as cows and sheep moving to other fields. •There are a few waterfalls in the Yorkshire Dales, such as Aysgarth Falls. • It is also home to the longest system of caves in the UK, the three counties cave system. • There are more than 20 individual and unique dales in the Yorkshire dales, including Dentdale, Malhamdale, Swaledale, Ribblesdale, Wensleydale, Wharfedale and Coverdale. • The River Nidd's source is near Great Whernside in Nidderdale, and it meets with the River Ouse near Nun Munkton. • We call where a river starts its source. • A bend in the river is called a meander. • A confluence is where two rivers meet.

	• Water starts in rivers, lakes and oceans, evaporates and condenses, then falls as precipitation and runs back into rivers, lakes and oceans.
Misconceptions	Counties may be confused with countries/cities. Caves are human features.
Key Vocabulary	Newcastle, Manchester, York, Leeds, Liverpool, Plymouth, Birmingham, city, town, village, city, North Yorkshire, counties, rural, urban, coastal, County Durham, Cumbria, Lancashire, West Yorkshire, South Yorkshire, East riding of Yorkshire, map, key, ordnance survey, woodland, farmland, caves, River Nidd, River Ouse, gorge, climate, temperate, Source, waterfall, lake, stream, spring, meander, confluence, Dentdale, Malhamdale, Swaledale, Ribblesdale, Wensleydale, Wharfedale, Coverdale, evaporation, condensation.
Skills and fieldwork opportunities	Use maps, atlases and digital/computer mapping to locate cities, counties, Yorkshire and the dales within it. Use the contents and index in an atlas. Use the key on an OS map to name and recognise key physical and human features within Yorkshire. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom. Use fieldwork to observe, the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. **Trip to Malham – Observing geographical features and mapping skills. Physical and Human changes on the area (erosion, flooding and tourist impact. Stream dipping.)**

Cov	**Autumn term B – North America, Yellowstone National Park**
National Curriculum Links	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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). Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes as well as human geography, including land use.
Core Knowledge	• Yellowstone National Park is found in North America. • North America is in the Northern hemisphere. • There are 23 independent nations in North America, including Canada, the USA and Mexico. • The USA is made up of states. • Yellowstone National Park is a national park located in the western United States, largely in the northwest corner

	of Wyoming and extending into Montana and Idaho. • Latitude and longitude are a system of imaginary lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. • It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. • There is an imaginary line running through the UK called the Prime Meridian. Countries to the east of that line are ahead of the UK, and countries to the west are behind • Yellowstone National Park is GMT-6 • The climate of the Yellowstone is temperate which typically has cool winters, warm summers and rain throughout the year. However, it has huge temperate swings. The ground is very high leading to unpredictability. • Yellowstone National Park is names after Yellowstone River that cuts through the land. This river then flows through Yellowstone lake, which is the largest mountain lake in North America. • Yellowstone welcomes 3 million visitors a year. • There are many exciting physical features such as rivers, lakes, mountains, volcanoes, canyons and geothermal features. • Geothermal features refer to natural features heated by energy from inside of earth. Yellowstone has many including hot streams, hot waterfalls, paint pots, geysers and fumaroles. • There are thousands of hot water geysers within the park, including 'Old Faithful'. • Most of the park is made up of plateaus, or areas of high, flat land. • Forests cover much of the land. • The park has had active volcanoes and earthquakes for tens of millions of years. • The undeveloped land is sanctuary for many animals including: bison, elk, sheep, moose, bears, wolves, coyotes and trumpeter swans which were once endangered. Trout and other fish swim in the lakes and streams. • Yellowstone was the first National Park. The US government set up Yellowstone as a protected national park on March 1 1872.
Misconceptions	North America is just USA. Confusing states with countries. Same climate across North America. Same language spoken. Same time zones. Yellowstone is only found in one state. Climate and weather may be used interchangeably. Latitude and longitude may be mixed up. The higher the land, the warmer it is due to proximity to the sun. Geothermal features are human features.
Key Vocabulary	Nations, states, Canada, United States of America, Mexico, Yellowstone, National Park, Wyoming, Montana, Idaho, longitude, latitude, meridian, Prime meridian, Greenwich mean time, climate, temperate, river, lake, mountain, volcano, canyon, geothermal, waterfall, paint pot, geyser, fumaroles, forest, earthquake, trumpeter swan, wolf, tourism.
Skills and fieldwork opportunities	Use OS maps, atlases and globes to locate North America, the United States and Yellowstone National Park. Use digital/computer mapping (e.g. Google Earth) to explore Yellowstone's position and landscape. Use the eight points of a compass to describe the location of Yellowstone's features.

	Use four- and six-figure grid references to locate features of Yellowstone on topographical or national park maps. Use symbols and keys to identify human features (e.g. visitor centres, campsites) and physical features (e.g. rivers, mountains, geysers). Use latitude and longitude to describe Yellowstone's global location and how it relates to the equator and Prime Meridian. Compare Yellowstone's time zone with the UK using meridian lines and explain the time difference (GMT-6). Use thematic maps to explore land height, volcanic zones, rivers and forest coverage within Yellowstone. Interpret aerial photographs and satellite images to describe key physical features such as plateaus, lakes, and geothermal areas.

Cov	Summer term B
Skills and fieldwork opportunities	**Year 5 – Dallowgill trip** – Observation of moorlands and the importance of peat.

Wharfedale and Wensleydale are to apply core learning into their wider picture of learning within a year. Consider the places they are learning about within their History topics and link in their learning to that context, as well as considering current / recent events.	
Wharfe / Wens	**Autumn term A – Renewable Energy | Rivers**
National Curriculum Links	**Renewable energy** Describe and understand key aspects of human geography including the distribution of natural resources (energy) **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom,* **Rivers** Describe and understand key aspects of physical geography, including rivers and the water cycle. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom and their key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time*
Core Knowledge	**Renewable energy** • Energy is the ability to do work. Energy makes things move. It makes machines go. Energy also makes living things grow. • There are different types of energy like potential energy, kinetic energy, light energy, electrical energy, and even solar energy. • Energy powers our homes, industries and transport systems. • Some countries have a *surplus* of energy and others have a *deficit*. • Energy consumption is increasing globally. • Non-renewable energy *resources* cannot be replaced and so they will eventually run out. Examples include fossil fuels and nuclear power. • *Fossil fuels* are coal, oil and gas. Burning fossil fuels creates heat, but also releases *carbon dioxide*, which adds to the amount of *greenhouse gases*. • Renewable energy sources can be replaced quickly. Examples include wind power, hydroelectric power (HEP), and solar energy. • Solar energy: Energy released from the Sun is transferred into electricity. • HEP: *Hydroelectric power (HEP)* uses *dams* to trap water, which can be used to turn turbines. • Wind power: Wind power uses *turbines* to harness the power of the wind, which does not generate *carbon emissions*. • *Fossil fuels* are coal, oil and gas. Burning fossil fuels creates heat, but also releases *carbon dioxide*, which adds to the amount of *greenhouse gases*.

	• *Nuclear power* uses *uranium* as a fuel. • The production of electricity from *renewable* energy is increasing, but *non-renewable* fossil fuels still make up most of the energy we use. Renewables still only make up less than 20 per cent of the world's total energy use. • Energy use is often measured *per capita.* • Iceland, Canada, the United States and wealthier nations in the Middle East are amongst the highest *consumers* of energy per capita. Iceland is able to *exploit geothermal power* and many Middle Eastern countries have large reserves of oil. • It is usually cheaper and more reliable for a country to use their own energy reserves, rather than import resources from elsewhere. • Bangladesh, Pakistan and Sri Lanka are amongst the lowest consumers of energy per capita. In Pakistan, around 40 million people don't have access to electricity. **Rivers** • We call where a river starts its source. • A bend in the river is called a meander. • A confluence is where two rivers meet. • A tributary is where a river or stream flows into a larger river or lake. • Water starts in rivers, lakes and oceans, evaporates and condenses, then falls as precipitation and runs back into rivers, lakes and oceans.
Misconceptions	**Renewable energy** All energy sources are available everywhere and will never run out. Climate change is caused by a hole in the ozone layer. **Rivers** Rivers Flow Upstream. Weathering and Erosion are the same thing. Rivers all flow south.
Key Vocabulary	**Renewable energy** Energy, industries, renewable, fossil fuel, nuclear, solar, greenhouse gases, hydroelectric, dam, turbine, wind, emissions, carbon, coal, oil, gas, uranium, electricity, per capita, geothermal, import. **Rivers** Rural, urban, coastal, farmland, source, waterfall, lake, stream, spring, meander, tributary, stream, confluence, evaporation, condensation.
Skills and fieldwork opportunities	**Renewable energy** Use OS and thematic maps, atlases, satellite images and digital/computer mapping to locate countries studied and learn more about their energy use.

	Draw a simple thematic map from their own research or geographical enquiry.. ***Trip to Allerton Waste recycling plant: What happens to our rubbish after it is thrown away? Investigate the impact of recycling on the environment.*** Develop their own enquiry questions and choose the best approach to answer them. Design and conduct interviews/ questionnaires to collect qualitative data. Use a simplified likert scale. **Rivers** Use OS maps, atlases and digital/computer mapping to locate countries studied and rivers. Use the eight points of a compass and six-figure grid references. Confidently use the key on an OS map. Use a scale bar on a map to measure distance. Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale

Wharfe / Wens	**Spring term – Natural Disasters (Main focus – Earthquakes)**
National Curriculum Links	Describe and understand key aspects of physical geography, including: climate zones and earthquakes. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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, the Prime/Greenwich Meridian and time zones (including day and night)*
Core Knowledge	• There are **seven continents.** All these continents used to be joined together in one **supercontinent** called **Pangaea.** • There are many different types of natural disaster including hurricanes, earthquakes, volcanoes, forest fires, tornadoes, tsunamis and floods. • An earthquake is caused by the movement of parts of the Earth's crust. • The Earth consists of four layers: crust, mantle, outer core and inner core. • The crust has 'cracks' in it, so it is divided into pieces called tectonic plates. • The movement of *tectonic plates* broke Pangaea up into different parts, creating the continents we know today. • There are seven major plates that make up 94% of the Earth's surface and many smaller plates making up the other 6%. • The plates move very slightly – between 1 and 10 centimetres a year – and when they do, earthquakes occur, and volcanoes form or erupt. • Some plates slide past each other, others move away from each other and some bump into each other. • Where they meet is called a plate boundary or a fault line. • Some significant natural disasters in history include: Pompeii 79AD, 2004 Boxing Day Tsunami, 2010 Haiti earthquake, Hurricane Katrina.

	• Natural disasters can have a detrimental effect on the landscape and on the lives of people. • People who live in 'Disaster zones' have adapted their lives to fit in around their landscape e.g. considering where they build homes, what they are made out of or in response to frequent eruptions, some farmers have even adapted their crops and farming styles to suit different types of ash. • The Ring of Fire, also referred to as the Circum-Pacific Belt, is a path along the Pacific Ocean characterized by active volcanoes and frequent earthquakes. • Some Natural disasters have 'seasons' where they are more likely to occur e.g. wildfires are common in the middle of summer when the land is dry and thunderstorms tend to produce lightning without any precipitation. • A 'watch' may be issued when the conditions for a particular event are right e.g., if a thunderstorm is strong enough and rotating, it is possible that a tornado may form. Or if an earthquake with a magnitude of 7.5 strikes somewhere in the ocean, a tsunami watch may be issued.
Misconceptions	Forest fires are set by humans lighting them. Volcanoes are caused by weather.
Key Vocabulary	Disaster, hurricane, earthquake, volcano, forest fire, tornado, tsunami, flood, landslide, crust, mantle, core, tectonic plates (North American, Eurasian, Pacific, South American, Antarctic, African, Indo-Australian), ring of fire, circum-pacific belt, active, dormant, extinct, boundary, fault line, slab pull, ridge push, Pangaea, watch, magnitude, climate.
Skills and fieldwork opportunities	Use OS and thematic maps, atlases, satellite images and digital/computer mapping to locate countries studied and learn more about natural disaster zones. Use the eight points of a compass, four and six-figure grid references. Use a scale bar on a map to measure distance. Plan a journey to another part of the world using six figure grid references and the eight points of a compass.

Wharfe / Wens	**Summer term - Trade**
National Curriculum Links	Describe and understand key aspects of types of settlement and land use, economic activity including trade links and the distribution of natural resources (minerals, food and water) **Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics.* **Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.*
Core Knowledge	• Trade is the buying and selling of goods and services. • Goods are objects that people grow or make—for example, food, clothes, and computers. Services are things that people do—for example, banking, communications, and health care. • Trade limits: In some economies, the government controls all trade. In others, the government allows companies to trade more freely. • Without trade limits international companies could pay workers poorly and pollute the environment. • Local refers to *a particular place such as a neighborhood or town.*

	• National refers to the whole of a county or nation, whereas international has to do with two or more countries. • **Natural resources** are things found in **nature** that exist without human intervention, but which we can take advantage of and use for our own purposes. They include but are not limited to **natural gas, coal, oil, wind,** and **timber.** • Trade can happen between countries if for example, some countries have resources such as oil, skills or manufacturing that other countries will buy. • Towns and cities are called urban areas. The areas around them are suburban. Further away you get rural areas (countryside) • Urbanization means that more areas of the world are becoming cities and fewer are small towns or farmland. • Economic growth means that an economy has increased its ability to produce more and generally results in a rise in national income. • Fairtrade is when people who make the things we buy are treated fairly and paid properly for their hard work.
Misconceptions	Trade refers only to money in exchange for goods. Urban and suburban may be confused. Urbanisation may not be understood as a process.
Key Vocabulary	Trade, goods, services, import, export, limits. Economy, government, free trade, pollute, local, national, international, resources, natural, urban, suburban, rural, countryside, towns, cities, villages, hamlets, urbanization, commercial, agricultural, income, exploitation, Fairtrade.
Skills and fieldwork opportunities	**Run their own tuck shop and look at trade in the local area.** Use OS maps, atlases, satellite images and digital/computer mapping to locate countries studied. Use the eight points of a compass and six figure grid references. Follow a short route on an OS map. Draw objects to scale on a map and use agreed OS symbols. Develop their own enquiry questions and choose the best approach to answer them. Map land use in a small area. Use simple sampling techniques. Make digital audio recordings for a purpose. Design and conduct interviews/ questionnaires to collect qualitative data. Use a simplified likert scale. Use a simplified GIS (Geographical Information System) to plot data onto base maps. Draw conclusions about enquiry using findings from fieldwork to support reasoning, evaluating the evidence collected and suggesting ways to improve it.

Wharfe / Wens	Summer term
Skills and fieldwork opportunities	**Year B - Year 5 – Dallowgill trip** – Observation of moorlands and the importance of peat. **Y6 – Residential** - Kettlewell village study. Change of land use. River walk.