








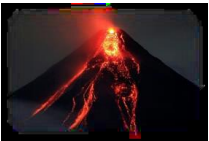














# Bugle School

Aspire Academy Trust



Geography Curriculum

	Spring 1	Spring 2	Fieldwork	Additional unit
Year 1	Geographical Skills and Locational Knowledge. 	Seasons and Weather 	School Grounds 	
Year 2	Non- European Country Study (Place Knowledge) 	Geographical skills and locational knowledge 	Bugle Trail 	
Year 3	Geographical Skills and Locational Knowledge. 	Volcanoes and Earthquakes 	Par Running Track 	
Year 4	Rivers and mountains 	Geographical Skills and Locational Knowledge. 	Pentewen Trail 	
Year 5	Geographical Skills and Locational Knowledge. 	Region of Europe Study 	Settlements 	Tintagel Castle 
Year 6	Study of a country in South America 	Geographical Skills and Locational Knowledge. 	Biomes 	Eden Project 



Progression of Content						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography skills</b>	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map				use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	use 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
<b>Fieldwork</b>	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.	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.	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.	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.	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.	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.
<b>Locational knowledge</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's seven continents and five oceans	Using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Using maps to focus on 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 landuse 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)
<b>Mapwork</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries	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 world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage	Use maps, atlases and globes to locate countries and describe features studied	Use maps, atlases and globes to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Places of significance</b>			Significant physical features in the world (7 wonders)	Significant human features in the world (7 modern wonders)	Significant ancient human features (7 ancient wonders)	
<b>Physical geography</b>	identify seasonal and daily weather patterns in the United Kingdom	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Earthquakes and volcanoes	Rivers and Mountains	Settlements, land-use, trade and economic activity	
<b>Human geography</b>		key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop				Climate zones, biomes and vegetation belts
<b>Place Knowledge</b>		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			Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America



Fieldwork Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	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.	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.	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.	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.	se 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.	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.
Mapwork	use world maps, atlases and globes to identify the United Kingdom and its countries	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 world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Location	School grounds	Bugle Trail	Par Running Track	Pentewan Trail	Tintagel Castle	Eden Project
Independence	Criteria for fieldwork given	Criteria for fieldwork given	Criteria for fieldwork given	Criteria for fieldwork given	Designing of own fieldwork from scope provided	Designing of own fieldwork from scope provided
Recording	Class discussion over outcomes, summary recorded with photos written by teacher	Class discussion over outcomes, summary recorded with photos written by teacher	Class discussion over outcomes, summary recorded with photos written by teacher Sketch map stuck in	Class discussion over outcomes, summary recorded with photos written by teacher Graph of data	Children recording results of fieldwork in their books independently following modelling	Children recording results of fieldwork in their books independently following modelling
Focus type	Human/Physical	Human/Physical	Human	Physical	Human	Human/Physical
Activities	Comparative road study survey  Comparative location data gathering in school grounds	Sketching and map symbols  Data gathering	Sketch map of an area (annotated) Different locations – how many people within set time frame (+transport type)	Observation and measurement	Measurement and comparison Summary statement	Interviews and surveys

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
1	Name, locate and identify characteristics of the four countries of the United Kingdom using atlases and globes	Name and locate the continents and main oceans	Name and locate the countries and capital cities in Europe using maps and globes	Name and locate the countries and capital cities in North and South America using maps and globes	Use four-figure grid references on OS maps	Use six-figure grid references on OS Maps
2	Name and locate the capital cities of the four countries and the surrounding seas of the United Kingdom using Atlases and Globes	Identify and locate the hot and cold areas in the world	Name and locate key physical features in Europe using maps and globes	Name and locate key physical features in the Americas using maps and globes	Recognise, locate and describe the seven wonders of the ancient world	Design and undertake survey and interview-based fieldwork in Eden Project
3	Understand and use four compass directions and relevant vocabulary	Create simple plans and maps	Recognise, locate and describe the seven wonders of the natural world	Recognise, locate and describe the seven wonders of the modern world	Design and undertake fieldwork in Tintagel Castle that measures and compares human activity in a local area	Report on and reflect on findings from fieldwork
4	Undertake map and fieldwork in the school grounds	Create, use and recognise symbols on a map	Undertake fieldwork in Par Running Track gathering and recording explicit data	Undertake fieldwork in Pentewan Trail gathering and recording explicit data	Report on and reflect on results from fieldwork	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
5	Name, locate and identify characteristics of the four countries of the United Kingdom using atlases and globes	Recognise locations using aerial images			Name and locate counties and cities of the UK using atlases	Apply knowledge of time zones
6	Name and locate the capital cities of the four countries and the surrounding seas of the United Kingdom using Atlases and Globes	Undertake fieldwork in Bugle Trail			Identify key human and physical characteristics in the UK including land-use patterns	Use six-figure grid references on OS Maps





	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>
1	Name, locate and identify characteristics of the four countries of the United Kingdom using atlases and globes	Name and locate the continents and main oceans	Name and locate the countries and capital cities in Europe using maps and globes	Name and locate the countries and capital cities in North and South America using maps and globes	Use four-figure grid references on OS maps	Use six-figure grid references on OS Maps
2	Name and locate the capital cities of the four countries and the surrounding seas of the United Kingdom using Atlases and Globes	Identify and locate the hot and cold areas in the world	Name and locate key physical features in Europe using maps and globes	Name and locate key physical features in the Americas using maps and globes	Recognise, locate and describe the seven wonders of the ancient world	Design and undertake survey and interview-based fieldwork in Eden Project
3	Understand and use four compass directions and relevant vocabulary	Create simple plans and maps	Recognise, locate and describe the seven wonders of the natural world	Recognise, locate and describe the seven wonders of the modern world	Design and undertake fieldwork in Tintagel Castle that measures and compares human activity in a local area	Report on and reflect on findings from fieldwork
4	Undertake map and fieldwork in the school grounds	Create, use and recognise symbols on a map	Undertake fieldwork in Par Running Track gathering and recording explicit data	Undertake fieldwork in Pentewan Trail gathering and recording explicit data	Report on and reflect on results from fieldwork	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
5	Name, locate and identify characteristics of the four countries of the United Kingdom using atlases and globes	Recognise locations using aerial images			Name and locate counties and cities of the UK using atlases	Apply knowledge of time zones
6	Name and locate the capital cities of the four countries and the surrounding seas of the United Kingdom using Atlases and Globes	Undertake fieldwork in Bugle Trail			Identify key human and physical characteristics in the UK including land-use patterns	Use six-figure grid references on OS Maps

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5	Year 6	Year 6
	<i>Seasons and Weather</i>	<i>Non-European County Study</i>	<i>Volcanoes and Earthquakes</i>	<i>Rivers and Mountains</i>	<i>Region of Europe Study</i>	<i>Settlements and trade</i>	<i>Region of Americas Study</i>	<i>Biomes</i>
	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Summer 2</i>
1		<i>Where in the world is New Dehli?</i>	<i>What is a tectonic plate?</i>	<i>How is a river formed?</i>	<i>What is it like to live in Paris?</i>	<i>What is a settlement?</i>	<i>Where in the world is the Amazon rainforest?</i>	<i>How does the weather vary across the world?</i>
2		<i>How hot is it in India?</i>	<i>How do we survive an earthquake?</i>	<i>Where in the UK can you find rivers?</i>	<i>Where do tourists visit in Paris?</i>	<i>How do land uses differ in Cornwall and London?</i>	<i>Who and what lives in the Amazon?</i>	<i>What is a biome?</i>
3		<i>How do people travel in New Dehli?</i>	<i>What happens when an earthquake strike?</i>	<i>How are rivers used?</i>	<i>Why are pollution levels so high?</i>	<i>What is the 'economy'?</i>	<i>What is deforestation and why is it happening?</i>	<i>How do humans adapt to living in different biomes?</i>
4		<i>Why is New Dehli so polluted?</i>	<i>How are volcanoes formed?</i>	<i>What is the largest river in the world?</i>	<i>How does life in school differ?</i>	<i>How are different energy resources used and distributed across the world?</i>	<i>What is the impact of deforestation on animals and humans?</i>	<i>What is similar/different to the biomes across the UK?</i>
5		<i>How do homes in the UK/India differ?</i>	<i>What is it like living near a volcano?</i>	<i>How are mountains formed?</i>	<i>What food is eaten in Paris?</i>	<i>Where does our food come from?</i>		
6		<i>Why is New Dehli popular with tourists?</i>	<i>What happens when a volcano erupts?</i>	<i>What is it like to live on a mountain?</i>	<i>What is similar/different between growing up in the UK and France?</i>	<i>How can an item be 'Fairtrade'?</i>	<i>How can we protect the rainforest?</i>	<i>What is a vegetation belt – where are they in Cornwall/UK?</i>
7				<i>Where is the worlds largest mountain?</i>				



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5	Year 6	Year 6
	<i>Seasons and Weather</i>	<i>Non-European County Study</i>	<i>Volcanoes and Earthquakes</i>	<i>Rivers and Mountains</i>	<i>Region of Europe Study</i>	<i>Settlements and trade</i>	<i>Region of Americas Study</i>	<i>Biomes</i>
	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Spring 2</i>	<i>Spring 1</i>	<i>Summer 2</i>
1		<i>Examine the location and physical features of New Delhi</i>	<i>Understand the structure of the earth and the movement of tectonic plates</i>	<i>Describe the different parts of a river</i>	<i>Identify the physical geography and features of Paris</i>	<i>Examine features of different settlements</i>	<i>Describe the Amazon Rainforest</i>	<i>Examine how weather varies around the world (Climate Zones)</i>
2		<i>Compare the climate of New Delhi to the UK</i>	<i>Investigate the detection and preparation of earthquakes</i>	<i>Identify rivers in the UK</i>	<i>Recognise and describe cultural attractions in Paris.</i>	<i>Understand different types of land use</i>	<i>Understand the life that resides within the Amazon Rainforest</i>	<i>Consider the types of biome and their location</i>
3		<i>Study the transport options in New Delhi</i>	<i>Understand the human and physical impact of earthquakes</i>	<i>Describe how humans engage with rivers</i>	<i>Know the types of transport in Paris and the extent effect of air pollution.</i>	<i>Describe the different sectors of our economy</i>	<i>Describe the reasons why the rainforest is being cut down</i>	<i>Examine the challenges of biomes</i>
4		<i>Examine the issue of pollution in New Delhi</i>	<i>Examine an earthquake (Christchurch)</i>	<i>Examine a river from source to mouth (Danube)</i>	<i>Understand what a typical school day in Paris entails.</i>	<i>Understand the distribution of energy resources across the world</i>	<i>Consider the impact of deforestation on animals and wildlife</i>	<i>Consider how humans live in a biome (deciduous forest)</i>
5		<i>Consider how homes in New Delhi differ to London</i>	<i>Understand how volcanos are created</i>	<i>Explain how mountains form</i>	<i>Describe the typical diet of Parisian children</i>	<i>Discuss where our food comes from</i>	<i>Consider the impact of deforestation on humans</i>	<i>Compare and contrast the biomes of Europe</i>
6		<i>Discuss why tourists might visit New Delhi</i>	<i>Describe the advantages and disadvantages of living near a volcano</i>	<i>Describe how humans live on mountains</i>	<i>Answer how living in Paris as a child differs to living in London.</i>	<i>Examine the requirements for an item to be 'Fairtrade'</i>	<i>Identify steps that are being taken to protect the rainforest</i>	<i>Examine the vegetation belt of an area of the UK</i>
7			<i>Examine a volcanic eruption (Mount Versuvius)</i>	<i>Explain how Everest is climbed by humans</i>				

# Geography Skills and Locational Knowledge: Year 1

*Spring 1*

## Key Vocabulary

<b>country</b>	An area of land with boundaries
<b>capital city</b>	The city where the country makes all of its decisions
<b>globe</b>	A model of the earth shaped as a sphere
<b>compass</b>	A tool for showing direction
<b>map</b>	A diagram to show where places are located
<b>location</b>	The description of where something is

## United Kingdom



There are four countries in the United Kingdom. England, Scotland, Wales and Northern Ireland.

Each country has its own capital city.



## Overview

Name, locate and identify characteristics of the four countries of the United Kingdom using atlases and globes

Name and locate the capital cities of the four countries and the surrounding seas of the United Kingdom using Atlases and Globes

Understand and use four compass directions and relevant vocabulary

Undertake map and fieldwork in the school grounds

## Fieldwork – Bugle School Grounds



## Countries to be learnt

Outline	Country	Capital City
	<b>England</b>	London
	<b>Wales</b>	Cardiff
	<b>Scotland</b>	Edinburgh
	<b>Northern Ireland</b>	Belfast

## Compass



*There are four main point on a compass. North, South, East and West.*

*Never Eat Shredded Wheat*

# Geography: Year 1 – Seasons and Weather

## Spring 1

### Key Vocabulary

season	The four parts of the year with each having different weather and daylight
hail	A type of weather when frozen rain falls from the sky
temperature	A measure of how hot or cold it is
harvest	When plants are cut down or fruit picked because it is ready to eat
thermometer	An instrument that measures the temperature
hibernate	When animals sleep for a long time in the winter.
migrate	When animals (usually birds) leave to go somewhere warmer for the winter
weather forecast	A prediction of what the weather will be like in the future

### Hibernating and migrating



*In the winter there it is cold and there is less food for animals to eat. Some hibernate and sleep whilst others migrate and travel to other countries where the weather is warmer. They return in the spring*



### Overview

The four seasons are Spring, Summer, Autumn and Winter.

Colder weather comes in the autumn and the winter. Warmer weather comes in the spring and the summer.

Our days of sunlight are longest in the summer and shortest in the winter.

Many trees see their leaves change colour in the autumn months and fall off in the winter.

Much of the fruit and vegetables that we eat grow and are harvested in the summer or the autumn.

Lambs are born in the spring.

A rain gauge measures how much rain has fallen

A wind vane shows which way the wind is blowing.

A thermometer measures the temperature.

Clouds are made up of tiny droplets of water than float in the air. Dark clouds are carrying more water.

Cirrus clouds are white, thin and wispy. Cumulus clouds are white and fluffy like cotton wool. Stratus clouds are grey and cover the whole sky.

It is warmer in the south of the UK than the north. It gets even warmer the further south you go. It rains a lot more near where there are mountains.

### Weather Forecast



The weather forecast is in newspapers, on the internet, the television and the radio. It tells us what the weather will be like that day and in the near future.

### Clouds



There are different types of clouds and they have different names. The three key types of cloud are cirrus, cumulus and stratus. These can be spotted by how fluffy they are and their colour.



### Key Vocabulary

monsoon	A period of heavy rain
earthquake	The shaking of the ground
pollution	Harmful gases in air caused by vehicles
smog	Dark grey cloud of pollution
climate	The weather conditions in a place
slum	An area of poor quality housing that is close together
tourist	A person who travels to another place for pleasure
population	The number of people living in a place
destination	The place where a person is travelling
overcrowded	Too many people living in or standing in a place

### Transport



Rickshaws are a two or three-wheeled passenger cart. They are used as taxis for people to get around. They are not as sturdy as a four wheeled car.



### Overview

New Delhi is the capital city of India which is a country in Asia. It is in the north-central area of India.

The area of New Delhi is very flat. The Yamuna River runs through the city and often floods. There are often earthquakes in New Delhi.

In the summer, New Delhi is incredibly hot (40°C). There is a monsoon season between June and September where 80cm of rain falls. Winters are quite warm (21°C) so there is no snow.

In crowded streets you see lorries, cars, scooters, bicycles, rickshaws and people on foot.

Trains and buses are very overcrowded – people often ride on the roof of them.

Because of the large number of people living in the city, and the fumes from the vehicles, there is a large amount of pollution. It is the one of the most polluted cities in the world. Cold air traps the smog.


The pollution affects the Yamuna and causes toxic foam.

Because there is so many people living in the city, New Delhi is very overcrowded.

Poorer people live in slums which are poorly constructed houses that are very close together. This means people are likely to get sick more often

The currency of New Delhi is the rupee. The citizens of New Delhi mostly speak Hindi. Popular tourist destinations are the Red Fort, the National Museum, the River Yamuna and the temple called Swaminarayan Akshardham.

### Key facts about New Delhi

		
Population of the city	18.6 million	
Language	Hindi	
Currency	Rupee ₹	
Religion	Mostly Hindu	
Cost of a bus ticket	£0.17	
Average temperature	Summer 40°C	

### Toxic Foam



The large amounts of pollution in New Delhi sometimes means that the River Yamuna poisons the river and turns part of it into a toxic foam that looks a lot like snow. It is very dangerous to touch. This happened in September 2018!

# Geography Skills and Locational Knowledge: Year 2

*Spring 1*

## Key vocabulary

continent	A large area of land
ocean	A large body of salt water
sea	Body of salt water that is smaller and less deep than an ocean
coast	Part of land next to the sea
cliff	High, steep rock that connects land to the sea
North Pole	The northernmost point on Earth
South Pole	The southernmost point on Earth
symbol	A drawing that stands for something else
key	Explains what colours and symbols on the map stand for
aerial	Happening in the sky



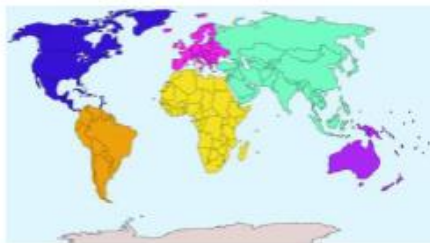
## Overview

Name and locate the continents and main oceans  
 Identify and locate the hot and cold areas in the world  
 Create simple plans and maps  
 Create, use and recognise symbols on a map  
 Recognise locations using aerial images  
 Undertake fieldwork in Queens Park

## Map Symbols to be learnt

	Parking
	Steam Railway
	Telephone
	Camp site
	Caravan Site
	Museum
	Public Toilets
	Information Centre
	Castle
	Fishing

## Continents



There are seven continents, North and South America, Europe, Africa, Asia, Australasia, and Antarctica.

## Fieldwork – Bugle Trail



## Oceans



There is one whole ocean which is split into five parts, the Pacific, the Atlantic, the Indian, the Southern and the Arctic Ocean.



## Geography Skills and Locational Knowledge: Year 3

### Spring 2 –

#### Key vocabulary

population	The total number of people living in a country, city or area
Capital City	The city where the government is located
dependency	A country or area controlled by another
mountain range	A series of mountains in a line connected by high ground
source	The starting point of a mouth or river
peninsula	A piece of land that is mostly surrounded by water
plateau	An area of level high ground
tourist	A person who travels to a place for pleasure or to explore
erosion	Wearing away and damaging of the surface of an area
footfall	The amount of people that travel to a place over a period of time

#### Europe



There are 44 countries in Europe including Russia. There are also 4 dependencies. The country with the largest population is Russia. The country with the smallest population is Holy See.



#### Overview

Name and locate the countries and capital cities in Europe using maps and globes

Name and locate key physical features in Europe using maps and globes

Recognise, locate and describe the seven wonders of the natural world

Undertake fieldwork in Regents Park gathering and recording explicit data

#### Fieldwork – Par Running Track



#### Map Symbols to be learnt

V	Visitor Centre
X	Picnic Site
Bicycle	Cycle Trail
+	Place of worship
Castle	Theme Park
U	Horse Riding
Dot with line	Train Station
PO	Post Office
Person with wheel	Sports Centre
Flower	Garden

#### Seven Wonders of the Natural World



Examination of the seven wonders of the natural world and their locations on the map; these include Victoria Falls, the Grand Canyon and the Great Barrier Reef.

### Earthquake

Earthquakes are natural tremors or shakes under the ground.

The crust and the mantle are broken into pieces called tectonic plates. These float on top of the earth's inner core. The movement of these plates away and towards each other can result in a variety of different events.

When the plates slide apart they create a tremendous force causing the earth to shake and ripple.

Thus, the majority of earthquakes occur near tectonic plate boundaries.

A seismometer detects the vibrations caused by an earthquake. The strength, or magnitude of an earthquake is measured using the Richter scale of a score between 0 and 10.

3-5 = minor, 5-7 = moderate to strong, 7-8 = major, 8+ = great

Approximately 10,000 people die in earthquakes each year.

Earthquakes can result in tsunamis and the flooding can result in further loss of life. Aftershocks and falling buildings after an earthquake are also a danger to life.

### Earthquake Case Study: Christchurch, 2011



A 6.2 Earthquake occurred on 22<sup>nd</sup> February 2011 in Christchurch, New Zealand. Lasting less than 10 seconds, the quake killed 185 people and resulted in massive destruction in the city.



### Key vocabulary

tremor	A shake
crust	The outermost layer of a planet.
boundary	A line which marks the limits of an area
tsunami	A long high sea wave caused by an earthquake
aftershock	A smaller earthquake following a larger earthquake
lava flow	The movement of lava (melted rock above the earth's surface)
tectonic	Relating to the structure of the earth's crust
magma	melted rock (still below the earth's surface)
ring of fire	Found in the Pacific, this area has 90% of the world's earthquakes and 75% of the volcanoes
active volcano	Volcanoes that can erupt anytime and do so regularly
dormant volcano	A volcano that has not erupted recently
extinct volcano	A volcano that isn't expected to ever erupt again

### Volcano

The Earth is made up of a number of different sections: the core, the mantle and the crust

Volcanoes are formed when magma from the Earth's upper mantle rises to the surface. At the surface, it erupts forming lava flows and ash. As the volcano continues to erupt it increases in size resulting in how many volcanoes look today.

During an eruption, magma is pushed upwards through vents and craters. When this magma reaches the Earth's surface it is known as lava.

Lava gives off a large amount of gas often resulting in an 'ash cloud' seen billowing out of the top of an erupting volcano. This comes out of the throat which is the top entrance to a volcano.

There are three main types of volcano – composite, shield and dome.

Composite volcanoes erupt explosively; they are usually quite large and cone shaped.

Shield volcanoes are gentle slopes; runny lava that can run a long distance erupts out of them.

Cone volcanoes have rock formed around the vent.

### Volcano Case Study: Mount Vesuvius



In 79 BCE, Mount Vesuvius violently erupted firing out smoke, lava and ash. The eruption covered the nearby town of Pompeii. Excavations have uncovered the entirety of this town covered by lava.

### Rivers

Large numbers of settlements were formed on, or near to a river as it allowed easy trade and transport using boats.

The river source is located in the mountains and is the beginning of a river. This starts as a result of rain, melting ice or an underground stream.

Tributaries join together as streams and rivers to the main river increasing its size and the quantity of water travelling along it.

As the river moves away from the mountains, the gradient at which it travels along decreases; the land is a lot flatter and as a result may flood when the water levels rise. These floodplains are rich in nutrients and are often used to grow crops.

Rivers don't often travel in a straight line; they tend to meander towards the coast resulting in a number of bends and turns in their route.

The river mouth is where the river meets the sea and where an estuary often exists.

Flood defences are often constructed around towns and cities – either permanent or temporary – to be used after heavy rainfall when the water levels rise.

### River Case Study: Danube



The River Danube is Europe's second longest river and is almost 3,000 km long. The source is in Germany in the Black Forest and the mouth of the river is in the Black Sea.



### Top Trumps

Longest River	Amazon River – 7,000 km
Highest Mountain	Mount Everest – 8,800m

### Key vocabulary

waterfall	Sudden descent of a river or stream
meander	A slow bend in the river
gorge	A narrow, steep-sided valley
floodplain	Flat ground near a river that floods when the river water rises
dam	A barrier constructed to hold water back
source	Where a river begins
mountain range	Single mountains joined together
landslide	Large fall of soil or rocks down a mountainside.
erode	Slowly wear away.
altitude	Height of a mountain measured above sea level.

### Mountains

#### How mountains are formed:

1. When plates bump together, the rock between the plates is forced upwards and folds in on itself creating fold mountains.
2. Sometimes great pressure against the crust cause cracks in the rock (faults) where huge blocks of rock may be forced up.

Weather can erode mountains; cracks that form can fill with water that freezes. This ice widens cracks and rocks split and crumble.

Few people live on high mountains because the cold temperatures and the poor soil makes it difficult to grow crops. Steep slopes also make building houses and travel difficult.

Farmland is sometimes made by cutting steps (called) terraces) into slopes.

Terraces stop rain washing away the soil and farmers can then grow food like rice and potatoes and keep sturdy animals like goats and sheep.

The lowest slopes of the mountain are often warm enough for certain trees to grow and is known as the forest zone.

Above the tree line, it is too cold for plants to grow – at a certain altitude there is snow all year round (known as the snow line).

### Mountain Case Study: Himalayas



A mountain range containing the mountains Everest and K2. The mountain dwelling Sherpa people have adapted to the conditions of this harsh environment and many act as guides for tourists who want to explore this area.



### Key vocabulary

density	How close together a population lives in a particular area
coastline	An area of land next to the sea
landlocked	A country whose border has no access to sea
Border	The line between two countries
Wind turbine	A device that moves as a result of wind and generates electricity
desert	An area with little rain that is difficult for animals and plants to survive
gulf	A large area of sea surrounded by land on three sides
Panama Canal	A canal connecting the Pacific with the Atlantic Ocean
Amazon	A river in South America which is the longest in the world
Andes	A mountain range in North America



### Overview

Name and locate the countries and capital cities in North and South America using maps and globes

Name and locate key physical features in the Americas using maps and globes

Recognise, locate and describe the seven wonders of the modern world

Use fieldwork to observe, measure and record

### Map Symbols to be learnt

	Nature Reserve
	Art Gallery
	Golf Course
	Cathedral or Abbey
	Boat Trips
	Lighthouse
	School
	Park and Ride
	Wind Turbine
	Bus or Coach station

### The Americas



The four cardinal points (North (N), South (S), East (E) and West (W)) can be divided to create four additional compass points directly between them – between North and East becomes South East.

### Fieldwork – Pentewen Trail



### Wonders of the Modern World












The seven wonders of the modern world are: The Great Wall of China, The City of Petra, Christ the Redeemer, The Machu Picchu, Chichen Itza, The Colosseum, Taj Mahal.


Key vocabulary	
county	Geographical region of a country used for organisational purposes
locality	A particular space, neighbourhood or region
land-use	What the land in a certain area is used for
arable farming	Farmland used for growing crops
pastoral farming	Farmland used for grazing animals
urban	Within a town or city
suburban	On the periphery of a town or city
rural	Countryside away from towns or cities
topography	The shape of a surface or region
grid references	Numbers and letters along the edges of a map to help locate places



Overview
Use four-figure grid references on OS maps
Recognise, locate and describe the seven wonders of the ancient world
Design and undertake fieldwork that measures and compares human activity in a local area
Report on and reflect on results from fieldwork
Name and locate counties and cities of the UK using atlases
Identify key human and physical characteristics in the UK including land-use patterns

Map Symbols to be learnt	
	Viewpoint
	Youth hostel
	Public House
	Mountain Bike Trail
CG	Cattle Grid
	Slipway
	National Trust
	Viewpoint
	Beacon
	Mast

### Counties of the UK




England is split into 48 different counties. Cornwall is a county.


### Fieldwork – Tintagel Castle



### Ancient Wonders of the World



Greek Historian Herodotus listed seven wonders of the ancient world in 484 BCE including the Colossus of Rhodes, the Pyramids of Giza and the Hanging Gardens of Babylon

UK	
	
Population of country	66 million
Size	250,000 km <sup>2</sup>
Language	English
Capital City	London
Population of London	8.1 million
Density of London	5,000 people per km <sup>2</sup>
Cost of a transport ticket	£2.40
No. of tourists annually	19 million foreign tourists
Average temperature	July: 19°C January: 5°C



### Overview

Paris was founded in the 3<sup>rd</sup> century and was previously called Lutetia.

There are 1,803 monuments in Paris and 173 museums. There are also 470,000 trees.

In London, museums are, for the most part, free to enter whilst in Paris there is an entrance charge.

Air pollution in London is almost twice as concentrated as that in Paris. Steps are being taken in both cities to reduce this level of pollution.

The Paris version of the London Underground is the Paris Metro. It has over 300 stations and carries 200 million more passengers than the Underground each year.


Typically, children go to school from 8am to 4pm. The children spend half a day at school on Saturday. They do not go to school on a Wednesday. This has changed in recent years.

Due to a law, schools in France are not permitted to teach religious education whilst in the UK it is a requirement.

School uniform is not worn in French schools.

If a child is under-achieving in France, it is common that they are required to re-sit the year again.

Children don't bring in packed lunches – they either eat from the canteen or go home for lunch.

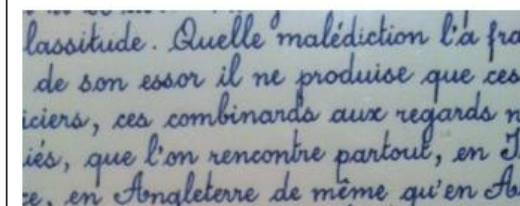
France	
	
Population of country	67 million
Size	640,000 km <sup>2</sup>
Language	French
Capital City	Paris
Population of Paris	2.2 million
Density of Paris	20,000 per km <sup>2</sup>
Cost of a transport ticket	£1.60
No. of tourists annually	12 million foreign tourists
Average temperature	July: 20°C January: 5°C

### Food



A typical breakfast is a croissant (buttery rolls of flaky pastry) and/or a tartine (French bread sliced lengthways with bread and jam), some fruit or juice and café au lait (coffee with milk).

### Handwriting



French children are taught a distinct form of handwriting that has not changed in many years. 'Le graphisme' is central to the curriculum and many schools have children writing in fountain pen by the time they are in Year 2.



### Key vocabulary

<b>Rainforest</b>	A forest that receives more than 1m of rainfall spread evenly throughout the year
<b>deforestation</b>	The removal of a forest or trees from a region
<b>canopy</b>	The top layer of foliage in a forest
<b>species</b>	A class of things of the same kind
<b>economy</b>	The financial system of a country including how much money is selling goods and services
<b>grazing</b>	Cattle eating grass in a field
<b>nutrients</b>	Nourishment needed to sustain life and growth
<b>pharmaceutical</b>	A medical drug
<b>hardwood</b>	Wood from dicot trees – slow growing
<b>soft wood</b>	Wood from gymnosperm trees – fast growing

### Logging



Due to developments in technology, vast amounts of trees are able to be cut down and prepared for transport in a very short space of time.



### Overview

The harvesting of wood from the Amazon Rainforest is used for a variety of reasons including producing wood for furniture and for paper products.

Trees are also cut down to make space for farms and houses, plantations and so that cattle can graze.

Many people in and around the rainforest are poor and these uses provide them with a valuable income and develop the economies of the countries they are in.

Many species of animals and plants are becoming extinct as deforestation destroys their habitats.

Without trees undertaking photosynthesis, there is less carbon dioxide being converted to oxygen.

The lack of roots to soak up water increases the likelihood of flooding.

Many plants in the rainforest are used to make drugs for hospitals.

Some Amerindian groups live deep in the rainforest with little contact with the outside world. Removal of the forest means that their food source is removed and they are forced to change their way of life.

#### Current actions:

- Alterations to how things are made
- Attempts to make it illegal
- Reforestation
- Managed timber
- REDD

### Amazon Rainforest Facts

<b>Number of countries it exists in</b>	9
<b>Area of Amazon Rainforest</b>	5.5 million km <sup>2</sup>
<b>Length of Amazon River</b>	6,400 km
<b>Number of tribes that live in the Amazon rainforest</b>	500
<b>Number of plant species in the Amazon rainforest</b>	40,000
<b>% of world pharmaceuticals originating from the Amazon</b>	25%
<b>% of oxygen in the world produced by the Amazon Rainforest</b>	20%
<b>% of light coming through the canopy of the trees</b>	1%
<b>Acres of rainforest destroyed each minute</b>	85
<b>Number of species made extinct each day due to deforestation</b>	137

### Reforestation



The process of rebuilding a forest after it has been cut down. The trees are planted as saplings in rows to ensure that they received a suitable amount of water and nutrients.

### Key vocabulary

<b>Tropic of Capricorn</b>	The southernmost point where the sun can be directly overhead
<b>Tropic of Cancer</b>	The northern most point where the sun can be directly overhead
<b>Polar Circle</b>	Arctic or Antarctic where at least one day a year the sun is below the horizon for 24hrs
<b>jetlag</b>	Physiological condition, often featured by tiredness, due to crossing time zones
<b>Greenwich Mean Time</b>	The mean solar time at the Royal Observatory in Greenwich
<b>hemisphere</b>	Areas of the globe either north or south of the equator
<b>latitude</b>	Imaginary lines that run east to west numbered in degrees North or South of the equator
<b>longitude</b>	Imaginary lines from the North to the South pole numbered in degrees East or West of GM
<b>equator</b>	A line of latitude equidistant from the North and South pole
<b>scale</b>	Explains how large a map is and helps to work out distances between places



### Overview

Use six-figure grid references on OS Maps

Design and undertake fieldwork that surveys and interviews in a local area

Report on and reflect on findings from fieldwork

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

Apply knowledge of time zones

### Map Symbols to be learnt

<b>M1 or A 6(M)</b>	Motorway
<b>A 35</b>	Dual carriageway
<b>A 30</b>	Main road
<b>B 3074</b>	Secondary road
	Footpath
	Bridleway
	National trail
	Landfill site
<b>Mon</b>	Monument
	Moorings

### Time Zones

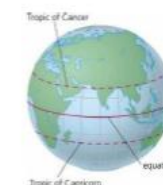


Time varies around the world as the Earth spins, time Zones have been created so that the Sun peaks around midday all over the world; as a result it is a different time a different lines of longitude.

### Fieldwork – Eden Project



### Tropics and Equator



The equator is equidistant from the North and South Pole whilst the Tropics of Cancer and Capricorn are the northern and southernmost point where the sun can be directly overhead



