WHIMPLE PRIMARY SCHOOL

GEOGRAPHY CURRICULUM OVERVIEW

'The study of Geography is about more than memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'- Barack Obama	**VISION** We aim to inspire a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives, both in their immediate surroundings and when further afield. Our purpose is to instil a desire to investigate human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well-rounded citizens, we believe children need to understand the differences between places and their cultures, along with being able to recognise how these change over time. Children will acquire the necessary geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as individuals. We want children to understand their distinct rural location as well as the diversity of the countries of the UK and those in the wider world. Studying Geography will help them to make sense of the world around them and pique their curiosity in places and people – engaging them with the real world and spurring them into action.

This document outlines the areas/units of Geography to be covered across this school year and the next one. Teachers should be trusted to make decisions about their specific choices of lessons for their pupils, after studying an entire unit of work.

Golden Threads → Geography - Rivers Settlement Climate Everyone's World Maps Change

Embedding Inclusive Practice:

Provision for reading within Geography:	Provision for writing within Geography:
● allow pupils thinking time before answering questions ● re-reading or re-visiting texts or sources to recap key information ● start lesson with a 'safe' activity e.g. recap previous learning, re-read key text/extracts, review key vocabulary, open question to talk about ● some pre-teaching of vocabulary or concepts ● word banks (wall/desk) with subject specific vocabulary ● use of drama, role-play and presentations to explore and convey meaning ● short, specific instructions / repeat as necessary ● break down complex tasks/instructions into smaller manageable steps ● incorporate movement or brain breaks ● use visual images and film clips as well as written texts	● allow thinking time before writing ● oral rehearsal of sentences before writing ● teacher modelling of layout ● stem sentences provided ● use of a multi-sensory approach - read it, draw it, act it before writing it ● encourage use of word banks (wall/desk) with subject specific vocabulary ● rehearse key vocabulary using different voices or contexts ● make explicit links to other subject areas e.g. science, maths, literacy ● think, pair and share (careful pairings)

Elm		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
EYFS	**REC**	**Draw information from a simple map. UW** **Recognise some similarities and differences between life in this country and life in other countries. UW** **Explore the natural world around them. UW** **Recognise some environments that are different to the one in which they live. UW**					
REC 2025/26	**END OF EYFS ELG**	**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW** **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UW** **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. UW** **Understand some important processes and changes in the natural world around them, including the seasons. UW**					

Elm Class R/Yr1	**Unit name and info**	**What is the Geography of my village?** This unit will focus on answering key questions about the locality of Whimple.	**History focus** **Revisit previous term's learning via retrieval quizzes**	**Seas and Coasts** Find out about different human and physical features of our seas and coasts. Learn about jobs and resources that are linked to the sea.	**Where do I live?** Find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK.	**History focus** **Revisit previous term's learning via retrieval quizzes**	**Let's Visit Australia** Find out about Australia's states and territories. Use maps to find out where Australia's animals live and what they eat. Explore the culture and lifestyle of some Australian children and make comparisons between there and the UK
	Skills Builder Link	**Step 1 - Focusing**		**Step 1 - Following instructions**	**Step 1 - Focusing**		**Step 1 – Sharing Clearly**
	NC Links	use aerial photographs and plan perspectives to recognise landmarks, basic human and physical features; devise a simple map; & use & construct basic symbols in a key use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment. use world maps, atlases & globes to identify an area of the UK		use basic geographical vocabulary to refer to key human and physical features use 4 simple compass directions and locational and directional language to describe the location of features and routes on a map use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		compare the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. use basic geographical vocab to refer to key physical features - e.g.: coast, forest, hill, mountain, sea, ocean, river, valley, season and weather. use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
	Vocab	**Whimple village city land use local train station church orchards farms school**		**beach British compass continent ocean sea route feature country human physical**	**continent world oceans countries United Kingdom capital city Wales England Scotland Northern Ireland**		**Australia territory state coast location feature seasons North East South West**
	Learning Focus	1. What is geography all about and where in the UK do I live? 2. What can Google Earth tell me about the geography of the local area? 3. What are the main land uses within the local area? 4. How can we introduce people to the physical and human geography of our local area? (To include a walk around the village)		1. Locate and identify oceans and continents. 2. Find out about British beaches and seas 3. Compare a British beach with one from another country. 4. Use compass points to move around a map	1.Name and locate the seven continents on a world map 2. Locate the UK on a world map 3. Identify the countries and capital cities of the UK 4. Identify features and characteristics of countries within the UK		1.Explore Australia and where is it in the world 2.Use a compass to explore North, South East and West 3.Compare Christmas in Australia to that in the UK 4.Explore physical features and landscapes of Australia 5. Investigate Australia's unusual animals
	Key Skills (linked to Golden Threads)	Explain what Geography is about (the study of people and places). Describe what Google Earth can tell us about our local area - identify land use & key human & physical features Identify the main land uses within my local area.		To study simple world maps to locate and identify key areas. To find out about British seas and learn what an island is and what being an island means for people (incl UK) To compare a British beach with one from another country, including human and physical features.	To learn the names of the seven continents To learn the names of four countries and their capital cities To know the locations of England, Scotland, Northern Ireland and Wales on a map of the UK		To talk about the human & physical geog of a small area of the UK & an area of Australia To use geog vocab to refer to physical features, including: beach, cliff, coast, forest, mountain, sea, ocean, hill, river, valley, season & weather. To use simple compass directions (N, S, E & W) & locational & directional language (e.g. near & far), to describe locations & routes on a map.

	Key Knowledge	Know that Geography is the study of people and places. Know where I live in the UK Name some geographical features that are shown on Google Earth Know the main land uses of our local area		Know some continents and some oceans of the world. Know the names of some British beaches and their human and physical features. Know some of the differences between British beaches and those in contrasting locations. Know the 4 compass points and use directional language to describe a route.	Know some of the seven continents Know the names of the countries of the UK Know the capital cities of England, Northern Ireland Scotland and Wales Know some characteristics of each of the four UK countries		Know where Australia is in the world and say some of its states and territories. Know what a compass is and use the four main points to explain where objects are Know that Australia and the UK have opposite seasons Know and name some physical features of Australia Know some animals that are only found Australia

Ash		**Autumn A**	**Spring A**	**Summer A**	**Autumn B**	**Spring B**	**Summer B**
Ash Class Yr1 & 2	**Unit name and info**	**What is the Geography of where I live?** This unit will focus on answering key questions about the locality of Whimple.	**Weather Patterns** Look at the difference between seasonal weather and daily weather. Study how the weather changes during each season in the UK.	**History Focus** **Revisit previous term's learning via a quiz.**	**Where do I live?** Find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK.	**History focus** **Revisit previous term's learning via retrieval quizzes**	**Let's Go On Safari - Kenya** Find out about people, wildlife and landscapes. Learn where Kenya is on a map and discover more about Kenya and compare it to the UK.
	Skills Builder Link	**Step 1 - Focusing**	**Step 2 – Identifying successes**		**Step 1 – Sharing clearly**		**Step 1 – Imagining**
	NC Links	use aerial photographs and plan perspectives to recognise landmarks, basic human and physical features; devise a simple map and use and construct basic symbols in a key use simple fieldwork & observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment. use world maps, atlases and globes to identify an area of the UK	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a non-European country. use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
	Vocab	**Whimple village city land use local train station church orchards farms school**	**weather forecast equator polar seasonal prediction North Pole South Pole hemisphere**		**continent world oceans countries United Kingdom capital city Wales England Scotland Northern Ireland**		**Kenya Africa climate equator seasons Massai culture landscapes city rural navigate**

	Learning Focus	1. What is geography all about and where in the UK do I live? 2. What can Google Earth tell me about the geography of the local area? 3. What are the main land uses within the local area? 4. How can we introduce people to the physical and human geography of our local area? (To include a walk around the village)	1. Identify differences between seasonal and daily weather patterns. 2. Identify ways we learn about weather and make predictions about the future weather 3. Find out how the weather in equatorial and polar regions differs from UK weather 4. Learn ways seasonal weather in an equatorial region is different to UK weather 5. Show learning about weather patterns in the UK and in places near the poles		1.Name and locate the seven continents on a world map 2. Locate the UK on a world map 3. Identify the countries and capital cities of the UK 4. Identify features and characteristics of countries within the UK		1.Locate Africa and identify the Kenya on a world map 2.Explore the climate and weather of Kenya 3. Explore animals of Kenya and use compass points to locate them on a map 4. Explore the landscapes of Kenya 5. Find out about the people and culture of Kenya
	Key Skills (linked to Golden Threads)	Explain what Geography is about (the study of people and places). Describe what Google Earth can tell us about our local area - identify land use & key human & physical features Identify the main land uses within my local area.	Identify differences between seasonal and daily weather patterns and how daily patterns change over time. Interpret simple weather maps or charts and add appropriate weather symbols Describe ways in which the weather during each season in equatorial and polar regions differs from the weather in the UK		To learn the names of the seven continents To learn the names of four countries and their capital cities To know the locations of England, Scotland, Northern Ireland and Wales on a map of the UK		To describe the human & physical geography of an area of the UK and an African country (Kenya). **To use geog vocab to refer to key physical features: beach, savannah, mountain, valley, vegetation, season & weather.** **To describe compass directions (N, S, E & W) and use positional language (e.g. left, right)**
	Key Knowledge	Know that Geography is the study of people and places. Know where I live in the UK Name some geographical features that are shown on Google Earth Know the main land uses of our local area	Know the differences between seasonal & daily weather patterns. Know how we can find out about future weather and make predictions about it. Explain how the weather in equatorial and polar regions differs from the weather in the UK. Explain how seasonal weather in an equatorial region is different to the weather in the UK Explain what they know about weather patterns in the UK and in places near the poles		Know some of the seven continents and five oceans of the world Know the names of the countries of the UK Know the capital cities of England, Northern Ireland Scotland and Wales Know some characteristics of each of the four UK countries		Know where Africa and Kenya are on a world map Know that countries near to the equator (Kenya) are hotter than those nearer the North & South Poles Know some animals that live in Kenya Know the compass points and use these to locate features or places on a map Know the different lifestyles and cultures within Kenya

Oak		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Oak Class Yr3/4	**Unit name and info**	**History Focus** **Revisit previous term's learning via a quiz.**	Beyond the magic kingdom: What is the sunshine state (Florida) really like? Focus on North America	How can we live more sustainably? Focus on UK and World Geography	**History Focus** **Revisit previous term's learning via a quiz.**	Why do some earthquakes cause more damage than others? Focus on Physical and World Geography	Why do so many people live in megacities? Focus on Human and World Geography
	Skills Builder Link		**Step 3 - Checking**	**Step 2 – Sharing imagination**		**Step 3 – Meeting others**	**Step 4 – Taking responsibility**
	NC Links		Locate the world's countries, using a map to focus on Europe and North and South America. Uss maps, atlases, globes and computer maps to countries and describe features studied Describe and understand human geography, including land use, economic activity, distribution of natural resources Describe and understand the physical geography of a region within North America	Describe and understand human geography, including land use, distribution of natural resources, including energy Use maps, atlases, globes and digital mapping to locate countries and describe features studied		Locate the world's countries, using a map to focus on Europe and North and South America. Learn about Northern and Southern Hemisphere and time zones Use maps, atlases, globes and digital mapping to locate countries and describe features studied	Locate the world's countries, including Europe, North America, South America and the UK Learn about latitude and longitude. Learn about Northern and Southern Hemisphere and time zones Describe and understand human geography, including land use, economic activity and distribution of natural resources Use maps, atlases, globes and digital mapping to locate countries and describe features studied
	Vocab		**United States of America Florida theme park tourist time zone peninsula conservation Atlantic Ocean population leisure endangered state**	**sustainable reusable solar rechargeable Nepal electricity energy wind turbine fuel pollution global warming sources**		**earthquake hemisphere evacuation homeless pattern wealth core epicentre RIchter magnitude eruption plate**	**population human geography density industry economy migration agriculture pollution**
	Small Steps		1.Why is the Magic Kingdom the most popular theme park in the world? 2. Where is the Magic Kingdom? 3. Why is the state of Florida a peninsula? 4. Why are sea turtles endangered? 5. What is the Florida Conservation Society doing to protect sea turtles?	1.What does being sustainable actually mean? 2.What are the differences between renewable and non-renewable resources? 3. Why are we seeing more wind and solar farms? 4. Where can we find wind and solar farms? 5. How are solar cookers helping people in Nepal to live more sustainably?		1.Why won't February 22nd 2011 be forgotten in Christchurch? 2.How has New Zealand been affected by earthquakes in the past? 3. Why does New Zealand have so many earthquakes? 4. Why don't the largest earthquakes always cause the most destruction? 5. Why do most volcanoes happen in the same places as earthquakes?	1.Where are megacities and where are they located? 2.Why did Baghdad become the first city in the world with one million people? 3. Why is Milton Keynes the UK's fastest growing city? 4.Why is Brasilia the fastest growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages?
	Key skills (linked to Golden Thread)		Describe the location, function and attraction of theme parks and in particular the *Magic Kingdom* in Florida Recognise and describe the key geographical features of a peninsula - e.g. Florida Explain why sea turtles which live in the waters around Florida are endangered and talk about how they might be conserved for the future	Identify, describe & explain the differences between renewable and non-renewable resources Identify, describe & offer reasons for how sources of energy (solar & wind) are used to make electricity in the UK are changing Explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable		Identify and explain some causes of earthquakes and volcanoes Locate and describe some effects of the Christchurch earthquake of 2011 Observe and record the distribution of earthquakes in New Zealand over the past two hundred years Describe and explain why New Zealand experiences earthquakes when they don't occur in other areas of the world	Describe a key feature of megacities and give a reason why people live in cities of such high density Understand the main reasons why the population of any city can change/increase Compare and contrast the benefits and disadvantages of city life

	Key Knowledge		Know why the Magic Kingdom is a popular theme park with visitors from around the world. Know some of the states of the USA and recognise key geographical features of one state other than Florida Know the key geographical features of peninsulas around the world Know why sea- turtles living in Florida are endangered Know how seat-turtles may be conserved for the future	Know what living sustainably means Know some differences between renewable and non-renewable resources Know how solar panels and wind turbines generate electricity. Know how making electricity in the UK, is changing Know why solar cookers in poor countries makes people's more sustainable		Know why earthquakes and volcanoes can occur. Know how the earthquake of 2011 affected Christchurch in New Zealand. Know the locations of some earthquakes in New Zealand in the past. Know why so many earthquakes occur in New Zealand.	Know what a megacity is and where they can be found. Know why people live in densely populated cities. Know why the population of a city can change. Know some benefits of city life. Know disadvantages of city life.

Beech		**Autumn A**	**Spring A**	**Summer A**	**Autumn B**	**Spring B**	**Summer B**
Beech Class Yr3/4	**Unit Name and info**	**History Focus** **Revisit previous term's learning via a quiz.**	Why are jungles so wet and deserts so dry? Focus on North and South America	Who are Britain's National Parks for? Focus on UK and World Geography	**History Focus** **Revisit previous term's learning via a quiz.**	What is a river? Focus on a region of the UK and a non-European area of the world	How and why is my environment changing? Focus on a region of the UK and human geography
	Skills Builder Link		**Step 3: Sharing problems**	**Step 4: Organising thoughts**		**Step 4 – Recognising strengths**	**Step 5 – Suggesting improvements**
	NC Links		Locational knowledge - South America and the UK Use maps, atlases, globes and digital mapping to locate countries and describe features studied Learn about climate zones, biomes & vegetation Learn about Northern and Southern Hemisphere	Locational knowledge - North America and the UK Learn about latitude and longitude Describe and understand human geog, including types of settlement, land use, distribution of natural resources & economic activity Use maps, atlases, globes and digital mapping to locate countries, and study grid references a and compass points		Describe and understand human geography, including land use, distribution of natural resources, including energy Use maps, atlases, globes and digital mapping to locate countries and describe features studied Locational knowledge - Europe, including the UK	Locational knowledge: a region of the UK Describe and understand human geog, including land use, distribution of natural resources & energy Use maps, atlases, globes and digital mapping to locate countries and describe features studied Use fieldwork skills - observe, measure, record & present
	Vocab		**North & South Hemisphere Equator climate rainforest savannah tundra biome tropical drought humid arid** **Amazon basin**	**landscape protected conservation rural a.o.n.b moorland Exmoor Dartmoor leisure tradition compare** **heritage**		**source mouth estuary ox bow lake course meander tributary feature confluence deposition erosion feature**	**location village environment Whimple land use residential recreational commercial population settlement fieldwork satellite image**

	Learning Focus		1.Why is the climate different across the UK? 2. What are the world's climates? 3. How do graphs help us compare the climate in different places? 4. How does the climate affect the plants growing in a place? 5. How does the climate affect the animals living in a place? 6. Why is the Amazon rainforest so wet and Arica so dry?	1.Where are some NP and why are they breathing spaces'? 2.What makes our NP important? 3. Why do NP welcome visitors? 4. How are NP looked after? 5.How do some of our National Parks compare with those in the USA?		1. How does the course of the River Axe change from source to mouth? 2. How does another local river make its journey through the landscape? 3. Why are river estuaries such important places for wildlife? 4. Why are rivers an important part of the water cycle? 5. How has an area of the River Thames changed over time? 6. Why is river flooding such a problem in Bangladesh?	1. Why do places change? 2. How has my school and local area changed over time? 3. How can fieldwork and maps show land use in my local area? 4. How and why is my local environment changing now? 5. How do satellite images show us more about an environment?
	Key skills (linked to Golden Threads)		Describe the difference between weather & climate and describe the driest/wettest and hottest/coldest areas of the UK Explain and show how climate affects the landscape of different biomes & the plants and animals that can live there Explain why the Amazon basin has so much rainfall & why Arica is the driest inhabited place in the world (S America)	Identify & describe three National Parks in the UK and explain some common key natural features of them Recognise and explain how National Parks encourage visitors and how they are looked after by groups of people Provide an explanation of the main similarities and differences between UK National Parks and those in the USA		Identify on map & describe how features of a river's journey from source to mouth Describe the water cycle & explain the important role of a river in this Describe some features of river estuaries & explain why they are important ecosystems for wildlife Interpret geog evidence to reach a conclusion as to why certain places are at risk of serious annual flooding	Explain how some environmental change may be the result of natural events whilst others may be the result of deliberate human activity Observe, record and explain changes that have occurred in the past to the school, its grounds and its immediate environment/community Recognise how satellite images inform geographers of environmental change on a local and global scale
	Key Knowledge		Know the difference between weather and climate. Know some of the driest/wettest areas in the UK Know how climate affects plants from different biomes. Know how climate affects the animals in different biomes. Know why the Amazon rainforest has so much rainfall. Know why Africa is the driest place in S America.	Know three different National Parks in the UK Know some common natural features of National Parks Know ways that National Parks encourage visitors Know how parks are looked after by groups of people Know some differences between UK National Parks and those in the USA Know some similarities between UK National Parks and those in the USA		Know at least three features of the river as it flows from source to mouth. Know the key parts of the water cycle Know why river estuaries are important to different groups of animals Know a place that is now at risk from serious flooding and a reason why	Know some natural events and human actions that can lead to environmental change Know some changes that have happened to the school site and it surrounding are Know about residential, recreational and commercial land use Know about different land use and show environmental change on satellite images

Willow		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Willow Class Yr5/6	Unit Name and info	History Focus Revisit previous term's learning via a quiz.	**How is climate change affecting the world?** Focus on UK and World Geography	**Why are mountains so important?** Focus on physical Geography	History Focus Revisit previous term's learning via a quiz.	**How do volcanoes affect the people of Heimaey?** Focus on Physical Geography	**Why is fair trade fair?** Focus on locational knowledge and human Geography
	Skills Builder Link		 **Step 4: Generating ideas**	 **Step 5: Creating options**		 **Step 6 – Setting goals**	 **Step 5 – Knowing the audience**
	NC Links		Locate the world's countries, using maps to focus on Europe, Africa, Australia and North and South America, and learn about their environmental regions, key physical & human characteristics, countries & major cities. Name and locate counties and regions of the UK and their identifying human and physical characteristics Learn about key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Understand the geography similarities and differences through the study of human and physical geography of the UK, Europe, Asia, and North & South America. Learn about physical geography including rivers, mountains, earthquakes, volcanoes and the water cycles. Use the 8 points of a compass and symbols and keys to build their knowledge of the UK and wider world.		Learn physical Geography including climate zones and volcanoes Identify the position and significance of the Northern Hemisphere and the Arctic Circle. Learn about human Geography including economic activity and the distribution of natural resources.	Locate the world's countries, using maps to focus on Europe and North America. Learn about human geography including economic activity and trade links. Use maps and digital computer mapping to locate countries and describe features.
	Vocab		**drought trade winds heatwave desertification erosion subsistence floodplain greenhouse gas habitat renewable hurricane impact**	**geology metamorphic contour elevation exploration igneous sedimentary summit tectonic plate**		**tectonic volcano tourism climate precipitation equator natural resources eruption**	**commodities merchant transport manufacture Silk Road profit trade route export import international ethical sustainable**
	Learning Focus		1.How is climate change affecting the lives of people living in the Gambia? 2. How does climate change affect the lives of people living in Melbourne? 3. Why are people living in Starcross making flood plans? 4. How does climate change in a polar region (e.g. Greenland) affect people living there? 5. Why are people all over the world noticing that the weather they are used to is changing? 6. What have the countries of the world agreed to do about global warming?	1.Why are the three mountains of Olympus, Mauna Kea and Everest so famous? 2. How are the great mountain ranges formed and how are fold mountains created? 3. What are the differences between the Cambrian and Himalayan mountains? 4. Why is the climate such a challenge for the farmers of the Cambrian Mountains? 5. Why do tourists visit the Cambrian mountains?		1.What is special about the environment where Saethor lives? 2. How do geographers describe The Westman Islands? 3. How does the geography of Heimaey compare with the area in which I live? 4. Why are there so few trees on Heimaey? 5. Why are there volcanoes on Heimaey/ 6. How were the people of Heimaey affected when Eldfell erupted?	1.Why was this road so important 2000 years ago? 2.Why does Marco Polo visit the UK every 11 weeks? 3. What does the UK export to the people of China? 4. Why isn't trade always fair for some people? 5. Why is fair trade fair?

	Key skills (linked to Golden Threads)		Evaluate evidence, reach a conclusion and make judgements about the impact on people of changing weather patterns in Victoria in Southeast Australia Understand why some coastal communities are making flood resilience plans to cope better with changes that are occurring in weather patterns and to sea levels Explain how global warming is affecting weather patterns around the world and evaluate its impact in different places	Recognise, identify & explain what geographers define as mountains & describe the location of the largest mountain ranges in the world Explain how plates moving on the Earth's crust form ranges of fold mountains Compare & contrast the differences between the Cambrian and Himalayan Mountains		Recognise & describe some key features of the Westman Islands region of Iceland & isle of Heimaey Describe how volcanoes form, observe the global pattern of volcanoes & suggest reasons for this distribution Explain how & why the environment of Heimaey has changed and describe some positive & negative impacts of these changes on the people living there	Locate on a map and explain why the Silk Road was the most important trading route in world history State some changes that occurred as a result of the movement of people & commodities along it Describe & reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world
	Key Knowledge		Know the impact of changing weather patterns on people in Victoria, South East Australia. Know why some coastal communities are making flood resilience plans to cope with changes to weather patterns and sea levels. Know how global warming affects weather patterns around the world Know the impact of global warming in different places in the world	Know what a mountain is defined as and why Know the location of some mountain ranges in the world Know how plates moving on the Earth's form ranges of fold mountains Know the difference between the Cambrian and Himalayan Mountains		Know some key features of a region of Iceland and Isle of Heimaey Know how a volcano is formed and where groups can be found Know how the environment of Heimaey has changed Know some positive & negative impacts of changes on the people	Know where the Silk Road is on a map Know why it was an important trading route Know some of the changes that have occurred due to the movement of people and goods (commodities) along it. Know why the terms of international trade are not always fair for some producers