

## Geography

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to build on skills from KS1, LKS2, evaluate, apply, critic, empathise and hypothesise about the interaction of people with their environments.

Children will:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<b>Autumn 1</b>	
<b>Autumn 2</b>	<p><b><u>Why are mountains so important?</u></b></p> <ul style="list-style-type: none"> <li>• Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</li> <li>• How were the world's greatest mountain ranges formed?</li> <li>• Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</li> <li>• Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</li> <li>• How are the Cambrian Mountains different from the Himalaya Mountains?</li> <li>• Why is the climate such a challenge for Derek?</li> <li>• Why do tourists visit the Cambrian Mountains?</li> <li>• Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham?</li> </ul>

	<ul style="list-style-type: none"><li>• How else is the precious resource of water used in the Cambrian Mountains?</li></ul>
<b>Spring 1</b>	
<b>Spring 2</b>	
<b>Summer 1</b>	
<b>Summer 2</b>	<p><b><u>How is climate change affecting the world?</u></b></p> <ul style="list-style-type: none"><li>• Why is Elhaji cleaning shoes on the streets of Banjul?</li><li>• Why can't Olivia afford to ensure her home?</li><li>• Why are people in leaving in Starcross making flood plans?</li><li>• Why do Lars and Sofie disagree about how nice the weather is?</li><li>• Why are people all over the world noticing that the weather they are used to is changing?</li><li>• What have the countries of the world agreed to do about global warming?</li></ul>