

WOOD FOLD PRIMARY SCHOOL

GEOGRAPHY POLICY

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Next review (date):	Ongoing to reflect practice

At Wood Fold Primary School we aim to give all children a high-quality geography education and inspire pupils to have a curiosity and fascination about the world. We equip pupils with knowledge about diverse places, people, resources and natural environments, together with a deep understanding of the Earth's key physical and human processes. Our aim is to ensure that children's have a depth of Geography knowledge which they are able to transfer to other subjects.

Aims

1. To provide a safe and secure environment both inside and outside the classroom where children can learn geographical skills and understand geographical concepts.
2. To teach children to become 'geographers' and understanding the disciplinary knowledge needed to do so; provoking and answering questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives.
3. To develop a secure geographical knowledge (substantive knowledge) of places and environments throughout the world and an understanding of maps.
4. To develop a range of investigative and problem-solving skills both inside and outside the classroom.
5. To link experiences within geography to life outside of school and to allow pupils to participate in fieldwork as well as exploring their local area.
6. To plan for and deliver experiences such as fieldwork and trips which promote cultural capital.
7. To provide high-quality, engaging resources such as iPads, Digimaps, a large scale map personalised to the Geography learning at Wood Fold, VR Headsets and non-fiction/fiction texts linked to the each year group's geography content, which allows children to explore Geography in different ways.
8. Linking in with personal development and SMSC, we inspire pupils to think about their own place in the world, their rights and responsibilities to other people and the environment.
9. To provide a Geography schema of work which is engaging and progressive in both content and skills.

How is Geography planned?

The intent of our Geography curriculum is briefly mapped out on Long Term plans and then in more depth on Breadth of Studies. Each Breadth of Study details the National Curriculum objective and the learning that children will acquire in reaching that objective.

At Wood Fold we use long-term, medium-term and short-term planning to plan for our groups of learners.

The medium-term plans provide a skeleton framework, outlining which objectives will be covered and how. The short-term plans make use of the individual evaluations that teachers make following a lesson, so we are always planning for appropriate next steps and to inform future lessons.

For each unit of work in Geography, there are the following documents:

- **Breadth of study** – indicates the substantive and /or disciplinary knowledge that they will learn and the sequence of lessons (including component tasks) we will teach to do so.
- **Unit overview planning** - The unit overview planning for Geography combines numerous elements of the planning process; the key objects which will be taught (rungs of the ladder); the key content which will be taught for each objective and the specific skills which will be taught in the delivery of the content. This overview planning document also contains the specific geographical concepts which are taught (climate change; human impact on our world; environmental issues; space; place; scale).
- **Learning ladder**- reflects the BOS in ladder format for children and teachers to assess against
- **Geography curriculum overview**- outlining the key concepts and Geography skills to be covered.
- **Knowledge organiser**- key, sticky knowledge and vocabulary we want the children to learn
- **Medium term plan**- outlines which objectives will be taught and how, with a breakdown of the sequence of learning
- **Geography progression of skills**- outlines the Geography skills the children will acquire from EYFS to Year 6. They are organised under the headings of *Locational Knowledge, Place Knowledge, Human and Physical Geography, Map Skills and Fieldwork (Organising Fieldwork, Managing Fieldwork and Evaluating Fieldwork)*.
- **Short term plans with evaluations**- session notes

Year 5 - Polar Regions and Oceans			
How has climate change impacted upon the polar regions and the oceans?			
<p>NC Objectives: Locate the World's countries, concentrating on their environmental regions. Describe and understand key aspects of physical geography (including climate zones, biomes and vegetation belts). Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Focus Study: Polar Regions and Oceans</p>			
Objective	Key content	Learning sequence	Geography Skills
	<p>Climate change; human impact on our world; environmental issues; space; place; scale</p>	<p>Enquiry Question to be answered or LO question for a lesson.</p>	<p>Locational; place; physical & human; fieldwork; map skills</p>
<p>To know the location of the oceans and polar regions.</p>	<p>space; place; scale</p> <p>The polar regions are the coldest places on Earth and differ the most from every other habitat on the planet. During the summer months, the days receive 24 hours of pure sunshine, but during the winter, the sun is barely seen at all. Animals that inhabit nature's freezers have to be well adapted to living in the cold, and often have a thick layer of fat or blubber to help to keep them warm. There are two main polar regions in the world, which are the Arctic and the Antarctic. The Arctic Circle and Arctic Tundra are found at the North Pole, and it covers nearly 5 million square miles of the top of the Northern Hemisphere. The Antarctic is the found at the South Pole, and although the animals are very different here, the polar regions are fairly similar places to live.</p>  <p>The Arctic is made up of ice floating on the ocean and the Antarctic is a rocky continent covered in ice. There is very little rainfall in the polar regions, mainly because it is so cold, that there is very little water in the air. The main difference between the North and the South Pole is that the Arctic is connected to Europe and Canada, meaning that there are more species of both animals and plants than in the Antarctic which is completely isolated from the rest of the world.</p>	<p>What are the polar regions?</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>

Geographical concepts – These are classifiers that helps to organise thinking and make sense of the world. It is a generalised idea about a class of geographical objects, situations, actions or processes. Many concepts we use in geography relate to familiar experiences such as ‘weather’ or ‘town centre’ or ‘rock’ or ‘journeys’. Other concepts relate to more complex, abstract things, such as ‘climate’, or ‘urbanisation’.

Space, place and scale are widely regarded as the fundamental overarching ideas that give the discipline its distinctive character and are considered by many geography educators as the three significant concepts that should be present in all units of geographical work.

Space - an abstract idea that relates to how phenomena (e.g., physical features, people, services, goods) are arranged on the Earth's surface. It is best envisaged as the top of a hierarchy of ideas such as: location, pattern, distribution, interaction, distance. Children use maps, GIS and atlases to identify, plot and represent features, and examine spatial decision-making.

Place - every place has a particular location and a unique set of physical and human characteristics and it can be represented in different ways. Studying ‘place’ in geography involves understanding the characteristics of places, how it became like this and how it is subject to forces of change.

Scale - it is an analytical concept, used in geography to analyse relationships by investigating them at different scales. Scale is often seen as a ‘zoom lens’ that enables us to view places at all levels from the personal, local and regional to the global.

Other geographical concepts:

Human impact on the world – refers to changes to environments and to ecosystems, biodiversity, and natural resources caused directly or indirectly by humans.

Climate change – refers to long-term shifts in temperatures and weather patterns.

Environmental issues - refers to the effects of human activity on the environment, most often of which are harmful effects that cause environmental degradation.

At Wood Fold, children are encouraged to discover how physical and human features have developed and changed the landscape both locally and further afield, and we aim for pupils to be able to make connections between new and existing knowledge. Each year group will cover the specified aspects of Geography; locational knowledge; place knowledge; human and physical geography; geographical skills and fieldwork.

The subject content specified in the National Curriculum has been carefully selected for each year group; we ensure that year on year there is opportunity to reflect on previous learning and use this to build on new knowledge.

Our geography curriculum is progressive; In KS1, children explore local geography and gain knowledge around the area that they live in. We then expand through the rest of the school to cover national and then international geography. One example of how we have planned for progression is that in Year 3 children learn about agriculture in the UK and how it has developed over time as well as studying Snowdonia for ‘mountains’; Year 5 they move to looking at agriculture and farming in the Amazon Basin and then in Year 6 draw comparisons on how human demand has impacted upon land-use in Snowdonia and in the Amazon Basin. Another example is that in Year 1 children learn about the 4 countries of the UK and capital cities; in Year 2 when studying ‘settlements and cities’ children focus on London before later comparing with Cape Town.

Using carefully planned Breadth of Studies and Learning Ladders (see below), the teachers in each year group plan for depth of knowledge using Rosenshine’s Medium Term Planning, ensuring component parts (tasks in different lessons) are delivered effectively to achieve the composite task. For example, in wanting the children *to recognise and name London landmarks from aerial photographs* (composite task), a component task is to show the children a map of a hop on hop off bus route asking the children to follow one of the routes and query the landmarks it passes.

Topic Title: Food, glorious food!	
Book: Charlie and the Chocolate Factory	Key knowledge to be taught:
National Curriculum	To understand where cocoa is grown and why. To understand how land-use and settlement has changed/ natural resources. To know how chocolate is made and the specific environmental conditions needed to grow. To understand what Fairtrade is and why it was set up. To explain the threats towards growing and selling cocoa.

Geography- Production of Chocolate (Ghana)		
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.		
Locate the world's countries concentrating on their environmental regions, key physical and human characteristics. Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. What is the impact upon Ghana in the production of cocoa?	Me	My Teacher
To explain the threats towards growing and selling cocoa. <i>human impact on our world / environmental issues / space / place / scale</i>		
To understand what Fairtrade is and why it was set up. <i>human impact on our world / environmental issues / space / place / scale</i>		
To know how chocolate is made and the specific environmental conditions needed to grow. <i>human impact on our world / space / place / scale</i>		
To understand how land-use and settlement has changed/ natural resources. <i>human impact on our world / space / place / scale</i>		
To understand where cocoa is grown and why. <i>human impact on our world / space / place / scale</i>		

The rungs on the ladder are created to ensure that the children can answer the Enquiry Question at the top of the ladder with depth and with sound understanding. Each rung on the ladder builds to form the objective set out in the National Curriculum that we want the children to learn and retain; to achieve this, teachers use Medium Term Planning which follows the structure linked to Rosenshine's Principles with sections set out for teachers to consider how they will break down into smaller steps. This is a careful sequence of knowledge which builds on prior knowledge. The teaching for each 'rung' will involve multiple sessions (containing component tasks) to provide depth of knowledge for that learning goal.

Learning Ladders, which set out the sequence of learning objectives for a unit, are shared at the start of each lesson. The teacher will highlight the specific rung that the children are working on and share the learning objective for that lesson as well as the key concept they will be covering. In addition, there will be discussion around where this lesson fits into the sequence of learning, what they have done so far and where they are going next, in order that they are finally able to meet the overall objective from the National Curriculum, as well as respond to the enquiry question at the top of the ladder.

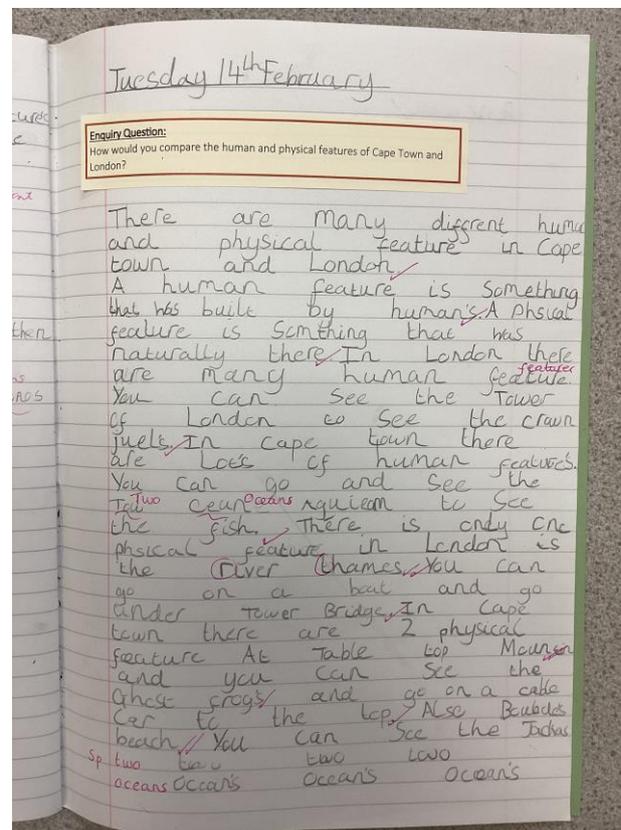
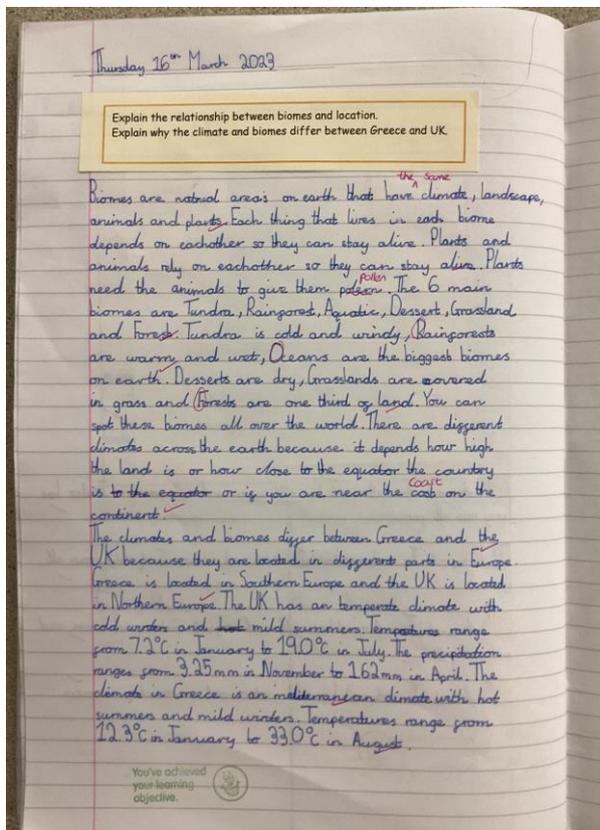
The ladders enable the children to see that the lessons are progressive and successive with one lesson building upon the next allowing them to build a schema of knowledge. It is crucial the children see the connections between their lessons in order for them to deepen and widen their understanding, rather than see each lesson as a separate chunk of information detached from the previous one.

Enquiry Question

At the top of each ladder in Geography there is an 'Enquiry Question'. The children are expected to provide a written response to the question using all of the knowledge they have acquired in the unit.

Geography- The UK		
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.		
Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.	Me	My Teacher
Can you describe what the UK is and which seas surround it?		
To know the differences between a city, town and village.		
To know the capital cities of the UK.		
To know the surrounding seas.		
To know the four countries of the UK.		
To know what a country is.		

This is two examples of what this might look like in practice



Throughout and during each unit of work, the children are also exposed to numerous enquiry questions which are completed at the point of learning.

Retrieval Tasks

Teachers plan for recall tasks and retrieval practice in each lesson to link back to prior learning both from the previous lessons or content from previous years. Teachers also plan to use dual-coding within their lessons to promote the retention of knowledge as well as which

WALKTHRUS they will use and plans for the daily/ weekly/ monthly reviews (see T&L Handbook).

Knowledge organisers (Appendix 1) are also provided and used in the planning process to ensure all aspects of the objective is covered. Teachers use the knowledge organisers to inform planning as they outline the key content and vocabulary that should be taught within the lessons.

When Geography is not being taught, children are expected to independently complete Geography retrieval activities in their Retrieval books; this is to ensure that they are continuously exposed to Geographical content, of which they should be able to retrieve from memory.

Pre- Learning Tasks

In Geography, children will be tested on any relevant information they have been taught previously which should link to their new learning. More specifically the key skills in Geography of locational knowledge, place knowledge and human and physical geography. Key Geographical concepts of climate change; human impact on our world; environmental issues; space; place; scale will be covered. These PLT's allow teachers to determine whether prior knowledge and understanding is secure in this unit before starting; it also identifies any common misconceptions. The PLT is printed on green paper and is stuck into the children's books at the beginning of the new topic or learning objective.

Implementation

The Geography curriculum at Wood Fold embeds core knowledge, concepts and skills. Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge. This is done through a mixture of whole- class teaching and individual or group activities.

Teaching in Geography is guided by the principles set out in 'Rosenshine's Principles in Action' to support their practice and maximise learning in the classroom environment. The Principles of Instruction have been streamlined into four strands: Sequencing concepts and Modelling, Questioning, Reviewing Material and Stages of Practice. These strands provide our teachers with the coherence they need to deliver quality first teaching. (See T&L Handbook)

Information is clearly presented to pupils and teachers check understanding effectively and systematically. The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning. Teachers do this by building on prior knowledge by providing a variety of forms of retrieval practice, recalling and applying previously learned material. (See T&L Handbook)

Each lesson in Geography begins with a brief review of previous learning to reactivate previously acquired knowledge. The remainder of the lesson should then be used to build on prior knowledge, exposing new layers of a concept. At Wood Fold, we use daily, weekly and monthly reviews as a tool for retaining 'sticky knowledge' (Knowledge that stays in our long-term memory).

Children are also provided with knowledge- rich, high-quality books relating to their geography learning to give children the opportunity to practise and develop reading across the

curriculum; they are encouraged to use reading to further their own knowledge. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read.

Teachers use ongoing assessment opportunities to check understanding and to inform teaching, for example, by providing instant feedback, asking process and probing questions to check for understanding. Teachers and leaders regularly speak with pupils to ascertain levels of confidence in the subject and whether they can speak confidently about that they have learnt and why.

Reading throughout the Geography curriculum

At Wood Fold we believe that reading is a fundamental skill. The children are given the opportunity to practise and develop this skill across the Geography curriculum and are encouraged to use reading to further their own knowledge. Therefore, high quality texts are provided for the children to use throughout Geography teaching and learning. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read. Some examples of activities that pupils may be asked to do to develop their understanding of a topic include:

- finding and highlighting key vocabulary in context
- creating a fish bone diagram
- answering challenge questions
- writing a lengthy response to a question once they have found the relevant information
- responding to non-fiction questions based upon their learning

Impact

At Wood Fold, all children are given equal opportunities to achieve in Geography through a well-constructed curriculum. The impact of our curriculum is measured by how well children achieve in knowing more, remembering more and doing more. This is reflected in their work that is consistently of a high quality. We also know this because assessment tools such as formative assessment, pupil voice, written responses to Enquiry questions, End of Unit Assessments (Appendix 2), and responses to retrieval practice tasks demonstrate this evidently.

The End of Unit Assessment informs the teacher of which areas of learning each child still has gaps, and these are noted down on an assessment grid (see below). Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching areas of learning if substantial class gaps occur or setting targeted homework / research tasks to address specific gaps for individuals. Results on these assessments demonstrate retention of knowledge and sound understanding.

Year 2- Geography- Comparison of London and South Africa End of Topic Assessment – Spring 1

Objective	Test Question No.	Children names who DID NOT answer correctly	Task to address errors
To know what the weather patterns are like in South Africa. <i>(Space, Place and Scale)</i>	Q1		Identify South Africa using <u>digimaps</u> , identify which continent South Africa is in.
	Q2		
	Q3		Re-teach were Cape Town is on the map – think about how they can remember where it is in South Africa (Witches nose, beak). Activity- Locate Cape Town on a map.
	Q4		What is the difference between a continent and a country- Activity- Children to be given a list-can the children say if it is a continent or country.
	Q5		Activity- Sort out the countries that surround South Africa.
	Q8		Revisit the seasons and weather patterns in London and Cape Town. Activity- Match the seasons to the correct city.
To know some of the human features of Cape Town in South Africa. <i>(Human impact on our world, Space, Place and Scale).</i>	Q6		Read page 9- Living in South Africa Activity- Discuss what are the physical features and why are they physical.
To know some of the physical features of Cape Town in South Africa. <i>(Human impact on our world, Space, Place and Scale).</i>	Q7		Activity- Discuss what are the human features and why are they human features. Activity- Make a list of what you could do in Cape Town if you were on holiday there.
To compare the human and physical features of London and Cape Town. <i>(Human impact on our world, Environmental Issues, Space, Place and Scale).</i>	Q9		Activity- Children to create a table showing similarities and differences.

At the end of the year, teachers are asked to make a summative assessment of the children in Geography, by completing the following grid.

Geography End of Year Assessment Information

Initials of children working towards the expected standard	Initials of children who are showing some more in-depth knowledge

This grid identifies those who are working towards the expected standard, those who are showing more in- depth knowledge, and consequently those at expected. This information is passed to subject leaders who will have a secure understanding of children’s Geography knowledge across school.

Learning Postcards

Another form of measuring impact is with the Learning Postcards. At the end of each half term, a ‘Learning Postcard’ is sent home. This will either be a History, Geography or Science postcard. This is an opportunity for the children to show their parents what they have learnt in a particular subject over the past half term, as well as provide the parents with more of an opportunity to understand the content of what is taught. These postcards are returned to school and stuck into the child’s Humanities Book as a final piece to their learning journey.

Settlement and Cities (Y2)	
Previous learning	Future learning
<p>Reception- People, cultures and communities</p> <ul style="list-style-type: none"> To use maps and explore non-fiction texts. To draw on our knowledge through stories, non-fiction texts and maps. <p>Year 1 Geography- Local area study- Standish</p> <ul style="list-style-type: none"> To understand what human and physical features are. To identify the human and physical features of the school and surrounding areas. To use fieldwork and simple maps to describe a route using compass points. To recognise landmarks of Standish and create a simple map from one landmark to their house. <p>Year 1 Geography- Hot and Cold</p> <ul style="list-style-type: none"> To identify seasonal weather patterns in UK <p>Year 1 Geography- UK</p> <ul style="list-style-type: none"> To know what a country is. To know the four countries of the UK. To know the surrounding seas. To know the capital cities of the UK. To know the differences between a city, town and village. To identify daily weather patterns in the UK. <p>Year 1 Geography- Seaside</p> <ul style="list-style-type: none"> To understand key human and physical features of seaside towns. To recognise the key landmarks of Blackpool. To devise a simple map from one key feature to another in Blackpool. 	<p>Year 3- Mountains</p> <ul style="list-style-type: none"> To identify and locate mountainous regions of the UK (Brecon Beacons, Lake District, Snowdonia, Pennines, Yorkshire Dales) <p>Year 4 Geography- Production of chocolate and impact on Ghana</p> <ul style="list-style-type: none"> To understand how land-use and settlement has changed. <p>Year 4 Geography- Climate and biomes</p> <p>Focus study- Investigate the Mediterranean climate focusing on Greece.</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences between Greece and UK. <p>Year 4 Geography- Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> Know how people have adapted settlement for humans to live in earthquake zones <p>Focus study- Mount Vesuvius</p> <ul style="list-style-type: none"> Link to settlements- why people still live by volcanoes. <p>Focus study- North America</p> <ul style="list-style-type: none"> Adaptation of settlement. <p>Year 5 Geography- Amazon Basin and its rainforest</p> <ul style="list-style-type: none"> To know how people have adapted to living in the rainforest and how human settlement and land-use has developed. (population distribution; economy) <p>Year 6 Geography- Comparing 3 contrasting regions</p> <ul style="list-style-type: none"> How people and place have affected settlements in: Snowdonia, Mediterranean, Amazon. <p>Year 6 Geography- Wigan</p> <ul style="list-style-type: none"> Understand the key physical and human features of Wigan Understand Wigan land-use patterns; and how these have changed over time.

APPENDIX 2 – Example of an end of unit assessment (Y2 London & Cape Town)



London & Cape Town
End of Topic Assessment
Year 2 - Spring Term



<u>Name:</u>	
<u>Class:</u>	
<u>Date:</u>	
<u>Score: out of 25</u>	

1. Which continent is South Africa in? (1 mark)

2. Can you colour South Africa in on the map? (1 mark)



3. Can you mark Cape Town on the map above? (1 mark)

4. Cape Town is a country? (1 mark)

True

False

5. Name the 2 of the countries that border South Africa (2 marks)

6. Sort these human and physical features to the correct city (5 marks)

The first one is done for you.

Feature	City
City Hall	
Table Top Mountain	London
Big Ben	
River Thames	Cape Town
The Houses of Parliament	

7. Write human or physical next to the features of London and Cape Town to show what type of features they are. (5 marks)

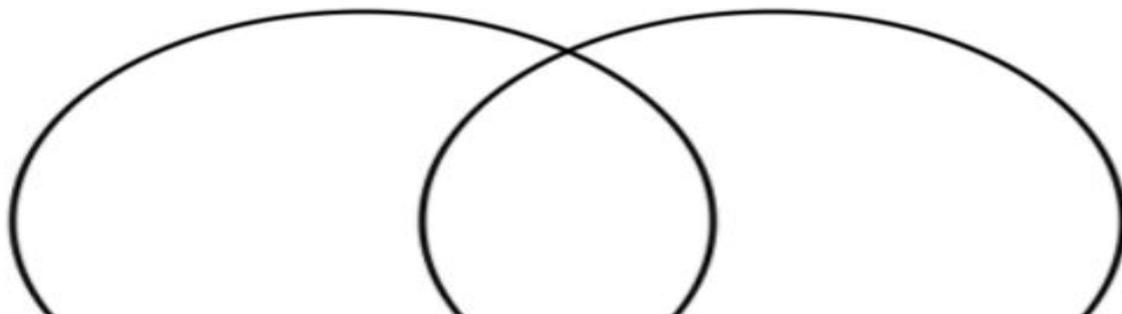
Feature	Human or Physical?
The Tower of London	
Westminster Abbey	
Table Top Mountain	
Cape Town City Hall	
Boulders Bay Beach	

8. Explain the weather patterns in Cape Town compared to London. (2 marks)

9. Complete the Venn Diagram to sort the similarities and differences between Cape Town and London. Put the letters in the correct sections

(7 marks)

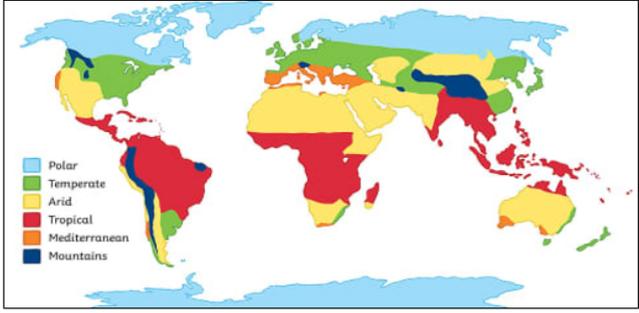
Cape Town

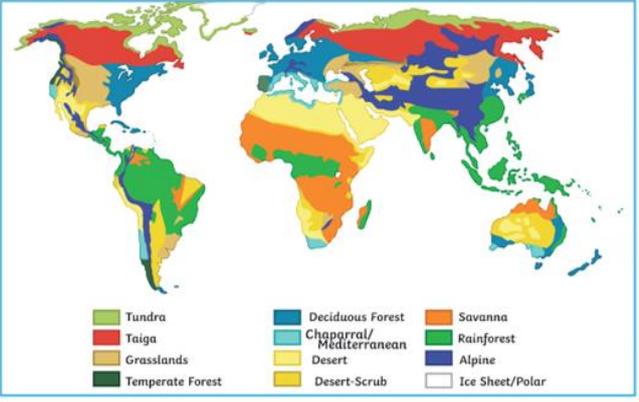


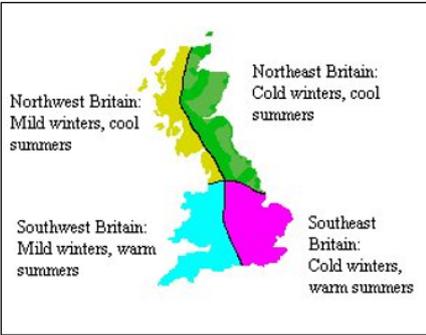
- | |
|---|
| Southern Hemisphere A
Very warm and sunny B
City C
Northern Hemisphere D
Big Ben E
River Thames F
Boulders Beach G |
|---|

APPENDIX 3 – Example of a unit overview planning (Y4 Climate and Biomes)

Year 4- Climate and Biomes			
Explain the relationship between biomes and location and explain why the climate and biomes differ between Greece and UK.			
NC Objective: describe and understand key aspects of physical geography, including: climate zones and biomes			
Focus Study: Europe and Greece			
Objective	Key content	Learning sequence	Geography Skills
	Climate change; human impact on our world; environmental issues; space; place; scale	Enquiry Question to be answered or LO question for a lesson.	Locational; place; physical & human; fieldwork; map skills
To know and locate different climate zones.	<p>Climate change; space; place; scale</p> <p>Weather is a description of what the conditions are like in a particular place. For example, it could be:</p> <ul style="list-style-type: none"> hot or cold wet or dry windy or calm stormy, with thunder and lightning <p>Climate is an average pattern of weather conditions that a large area receives over a period of 30 years. A Climate Zone is an area with a distinct climate.</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">  <p>arctic</p> </div> <div style="width: 33%; text-align: center;">  <p>temperate</p> </div> <div style="width: 33%; text-align: center;">  <p>arid</p> </div> <div style="width: 33%; text-align: center;">  <p>tropical</p> </div> <div style="width: 33%; text-align: center;">  <p>Mediterranean</p> </div> <div style="width: 33%; text-align: center;">  <p>mountains</p> </div> </div> <p>Arctic/Polar Long periods of extreme cold</p> <p>Temperate Mild summers and cold winters</p> <p>Arid Dry Climate</p> <p>Tropical Hot and Humid with rainfall</p> <p>Mediterranean Hot dry summers, cool, wet winters</p> <p>Mountains Long cold winters and short summers</p>	<p>To know what a climate is.</p> <p>To locate the different climates around the world.</p> <p>To explain how each climate zone is different from one another.</p> <p>Why are there different climate zones?</p>	<p>Describe and understand physical geography, including: climate zones, biomes</p> <p>Locate Europe on a large scale map or globe</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Name and locate countries in Europe (including Russia)</p> <p>Locate the world's countries, using maps to focus on Europe</p>

	 <p>Different areas of the world have different climates. Climate is influenced by lots of different things, including:</p> <ul style="list-style-type: none"> • how near or far it is from the Equator • how near or far it is from the sea • how high or low the ground is • its position on a continent <p>Climate change The climate across the world has changed naturally over thousands and millions of years. In the past, the UK has experienced both freezing ice ages and warm tropical climates. Today however, because people have been burning fossil fuels to power homes, factories and vehicles, more carbon dioxide has entered the Earth's atmosphere. Carbon dioxide acts like a greenhouse. It lets the sun's rays through to heat up everything inside the atmosphere, but stops the heat from escaping. This is making our planet warm faster than it naturally would and is causing world climates to change.</p>		
<p>To know different types of biomes and their relationship with climate.</p>	<p>Biomes are areas of our planet with similar climates, landscapes, animals and plants. There are four main biomes on dry land. What lives in each biome depends on: how warm or cold it is; how dry or wet it is; how fertile the soil is. The animals in a biome depend upon plants for food. The plants in a biome often also depend upon the animals for spreading pollen and seeds so that new plants can grow. So both plants and animals rely on each other to stay alive. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p</p>	<p>To know what a biome is</p> <p>To identify the different types of biomes.</p> <p>To understand the relationship between</p>	<p>Describe and understand physical geography, including: climate zones, biomes</p> <p>Locate the world's countries, using maps to focus on Europe</p>

	 <p>World Biomes</p>  <p>Legend for World Biomes:</p> <ul style="list-style-type: none"> Tundra Taiga Grasslands Temperate Forest Deciduous Forest Chaparral/Mediterranean Desert Desert-Scrub Savanna Rainforest Alpine Ice Sheet/Polar 	<p>biomes and climates</p> <p>Compare and contrast two biomes. What are their similarities and differences?</p>	
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<p>To locate Europe and understand its position and significance in relation to climate zones.</p>	<p>Most of Western Europe has a moist and moderate climate, while Eastern Europe has cold winters and hot summers, especially in the southeast. The winter can be long and very cold in the far north. The countries near the Mediterranean Sea have hot, dry summers and mild winters. The biomes found in Europe are: deciduous forest, boreal forest, tundra, grassland. The biomes not found in Europe are: desert, tropical rainforest and savannah. https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/zvsp92p</p>	<p>Where is Europe? Identify different areas within Europe. To describe Europe's position in relation to climate zones.</p>	<p>Locate Europe on a large scale map or globe Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Name and locate countries in Europe (including Russia)</p>
<p>To investigate the Mediterranean climate focusing on Greece</p>	<p>Mediterranean climate has dry summers that are hot or warm as well as winters that are cool or mild with moderate or high rainfall.</p>  <p>It includes the climate of much of the land near the Mediterranean Sea. The climate in Greece is typical of the Mediterranean climate, which is mild and rainy winters, relatively warm and dry summers with, generally, long sunshine duration almost all the year.</p>	<p>To know what a Mediterranean climate is. Identify which countries have a Mediterranean climate and why. Where is Greece? Identify geographical characteristics of Greece. Describe the location of the Mediterranean and explain the climate. Gives reasons why it has this type of climate.</p>	<p>Describe and understand physical geography, including: climate zones, biomes Understand geographical similarities and differences through the study of physical geography between Greece and England.</p>
<p>To understand the geographical similarities and differences of Greece and UK</p>	<p>Both countries are in Europe: the UK is in northern Europe & Greece in southern Europe. Due to its more southerly position (closer to the Equator) Greece is warmer than the UK. Greece has higher mountains than the UK. Mt. Olympus is 2.917m high. The highest in the UK is Ben Nevis, at 1,345m. Greece is made up of many more islands than the UK. It has a much longer coastline.</p> <p>Different Climate Zones within the UK:</p> <ul style="list-style-type: none"> • South East (<i>cold winters, warm and dry summers</i>) • South West (<i>mild and very wet winters, warm and wet summers</i>) • North West (<i>mild winter, cool summers and heavy rain all year</i>) • North East (<i>cold winter, cool summers and steady rain all year</i>)  <p>Convictional Rainfall is when the land warms up, it heats the air above it. This causes the air to expand and rise. As the air rises it cools and condenses and forms rain.</p> <p>Relief Rainfall is when air is forced to cool when it rises over relief features in the landscape such as hills or mountains. As it rises it cools, condenses and forms rain.</p>	<p>To identify similarities and differences between the UK and Greece. Know the difference between human and physical geography? Explore the human and physical geography in Greece and the UK.</p>	<p>Understand geographical similarities and differences through the study of physical geography between Greece and England. When learning about weather and climate, to investigate and record different weather phenomena through observation and by using standard measuring devices. Collecting, analysing and presenting quantitative data in charts and graphs.</p>

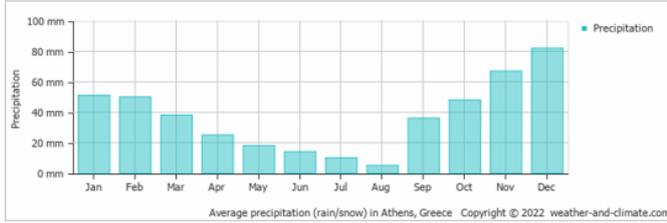
Average temperature
9.3°C

United Kingdom

- The UK has warm summers and cool winters. Summers are cooler than others in Europe but winters are milder.
- July and August are the warmest months in the UK.
- January and February are the coldest months.
- The west of the UK is the wettest.
- It rains throughout the year.

The British climate can be divided into four parts where noticeable differences can be identified. Tropical winds travel across the warm Atlantic before arriving in Britain influencing the climate in Southern Britain. Places in the east and south of the UK tend to be drier, warmer, sunnier and less windy than those further west and north. Polar air, which travels across the North Sea usually results in cool, showery weather but may bring snow during the winter months.

Average Rainfall in Athens



Average Rainfall in London

