



St Nicholas Catholic Primary School

Curriculum Flight Path: Geography - Why here, why now?

Curriculum Flight Path: Geography - Why here, why now?							
	Early Years	Year 1 (1/2 Year A)	Year 2 (1/2 Year B)	Year 3 (3/4 Year A)	Year 4 (3/4 Year B)	Year 5 (5/6 Year A)	Year 6 (5/6 Year B)
	Theme 1						
	Exeter Explorers	Here I am	Wonderful Weather	Our UK	Brazil	Near or far? (World Trade)	Improving our environment - Agents of change
<p>Substantive knowledge As a <i>geographer</i>, I am learning about</p>	<p>ELG: People, Culture and Communities Describing the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>We live on the Earth. My home, our school and our community is at the local scale. Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans Human features in my local area. Physical features in my local area.</p>	<p>The UK and our local area have daily weather patterns. Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning)</p>	<p>The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland England and the UK are split into regions Regions in England and the UK are split into counties There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) The three longest rivers in the UK are the Severn, Thames and Trent Settlements can be hamlets, villages, towns and cities,</p>	<p>Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries Brazil's physical geography is split into three main regions: the</p>	<p>Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items Natural resources are (1) valuable, (2) unevenly distributed across the world, (3) take a very long time to be replenished North America is made up of 23 countries, across Northern America, Central America and the Caribbean. It is surrounded by the Arctic, Atlantic; Pacific. There are five regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean Trade is the process of buying and selling goods. Imports are goods that</p>	<p>Some climate zones are better suited to some renewable energy sources than others Single-use plastics take hundreds of years to break down. They can kill organisms directly or indirectly by destroying habitats Plastic waste is created across the world, and often ends up in oceans The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined Plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic Sustainable cities limit damage to their environment Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China);</p>

				<p>depending on their size</p> <p>Physical features of the South West</p> <p>Human features and how these have changed over time e.g green space is filled; towns have become larger</p>	<p>Amazon rainforest, the Cerrado and the Brazilian highlands</p> <p>Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers</p> <p>Rio de Janeiro is one of the largest cities in the Brazilian highlands, Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists</p>	<p>are brought into the country. Exports are goods that are traded out of the country</p> <p>UK imports food from across the world.</p> <p>Trade has become increasingly global.</p> <p>Agriculture has moved from subsistence to commercial so that food can be traded</p> <p>Fair trade is a way of making sure that farmers – often in LICs – are paid a fair price for the food they grow</p>	<p>Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa)</p>
<p>Disciplinary Knowledge</p> <p><i>As a geographer, I am learning to</i></p>	<p>ask simple questions about my immediate environment</p> <p>explore, observe and find out</p> <p>Opportunity for field work - walk around school/local area</p>	<p>A plan view is the view of an object or place from above</p> <p>Look down on objects to draw a plan view of them</p> <p>Draw a route on a map between locations on the playground and label features in correct order.</p> <p>Interpret and give locations and directions using left and right</p> <p>Recognise simple hazards and steps we can take to avoid them</p> <p>Draw a basic fieldsketch of one area</p> <p>Observe and name features in the environment</p>	<p>Identify patterns (in the weather)</p> <p>Identify differences between weather inland and coastal regions.</p> <p>Compare weather patterns in the UK with weather patterns around the world.</p> <p><u>Using map types:</u></p> <p><i>Satellite image (Google Earth) in a plan view</i></p>	<p>Use and interpret 8 compass points</p> <p>Identify county boundaries on a map</p> <p>Give and interpret standard OS symbols</p> <p>Political maps show human boundaries and features; physical maps show physical boundaries and features</p> <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • OS maps <p><i>Physical maps.</i></p>	<p>Locate using mapping skills including a junior atlas</p> <p>ask and respond to questions and offer my own ideas.</p> <p>extend to satellite images, aerial photographs</p> <p>investigate places and themes at more than one scale</p> <p>collect and record evidence with some aid</p> <p>analyse evidence and draw conclusions e.g.</p>	<p>Locate places using 4-figure grid references</p> <p>Express opinions about environmental issues with reasons</p> <p>Evaluate responses to environmental issues</p> <p>collect and record evidence unaided</p> <p>analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Opportunity for local fieldwork - Teignmouth beach</p>	<p>Locate places on a world map using longitude and latitude</p> <p>Evaluate responses to environmental issues</p> <p>collect and record evidence unaided</p> <p>analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Opportunity for local fieldwork - Teignmouth beach</p>

		<p><u>Using map types:</u></p> <p><i>Simple map (Google maps) in a plan view</i> <i>Photographs of places in an oblique view</i></p> <p>Opportunity for field work around school-plan and walk in the local area.</p>			make comparisons between locations photos/pictures/ maps			
Possible leading enquiry question	How can I look after the world around me?	Does it matter where we live?	Is the weather the same wherever you travel in the UK?	How do geographical features change over time?	Where in the world is Brazil?	Are natural resources a cure or a blessing? What is the impact of war on trade?	Do my individual actions have a global impact?	
Vocabulary (progressive – so what are the new words?)	Similarities, differences, Patterns Change, Natural, Familiar, Home, school, work, shops, park Questioning words (how, why, where, what)	Earth, local scale, city, town, village, human, physical	daily weather patterns sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning)	moor, mountains, hills, forests, cliff, beach, river, and valley, national parks, hamlets, villages, towns and cities, factories, offices, and use	Equator, Prime Meridian, N. and S. Biome, hemisphere, tropic of Cancer, tropic of Capricorn, longitude, latitude, rainforest South America, agriculture, hunter gatherers	Natural resources, fossil fuels, Mountainous, Great Plain, Fair Trade, imports, exports	climate zones, Single-use plastics, organisms, Great Pacific Garbage Patch, Plastic pollution, recycling, Sustainable cities	
	People, Culture and Communities	Theme 2						
Possible Theme	Celebration investigation	Where we are	Hot and cold deserts	Mountains & volcanoes	Rainforests	Investigating Water	On the Move	
Substantive knowledge <i>As a geographer, I am learning about</i>	<p>Nursery: 22--36 months: similarities and differences that connect me to and distinguish me from others.</p> <p>30-50 months significant events in my own experience.</p>	<p>My home, our school and our community is at the local scale, UK and countries are at the national scale</p> <p>The UK is made of four countries: England, Scotland, Wales and Northern Ireland</p> <p>Rural means countryside, urban means towns and cities</p> <p>The capital cities of the four countries in the UK are London (England), Edinburgh</p>	<p>The weather is short-term.</p> <p>Climate is long-term summary of the weather conditions</p> <p>Precipitation is the fall of water as rain, sleet, snow or hail</p> <p>Deserts are places where there is very little precipitation</p> <p>Hot deserts have a very hot and dry climate</p>	<p>The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid)</p> <p>The upper part of the mantle and the crust combine to make the lithosphere. The lithosphere is split into tectonic plates. Because the mantle is semi-liquid, these big</p>	<p>Rainforests are forests that are found in places with high temperatures and lots of precipitation</p> <p>They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics</p> <p>Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South</p>	<p>The amount of water on Earth is constant</p> <p>Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is where water collects in lakes or rivers and is taken back to sea</p>	<p>Maslow's hierarchy of needs show what humans need to survive and thrive</p> <p>Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out)</p> <p>People migrate because of push and pull factors</p>	

<p>special times or events for friends or family.</p> <p>ELG</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p> <p>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.</p>	<p>(Scotland), Cardiff (Wales) and Belfast (Northern Ireland)</p> <p>Features in rural areas include farm, hill, mountain, forest and river</p> <p>Features in urban areas include office, shop, house, factory</p> <ol style="list-style-type: none"> Coastal areas are areas of land that are near the sea. They can be rural or urban Features in coastal areas include beach, cliff, harbour and port 	<p>Cold deserts have a very cold and dry climate</p> <p>Hot and cold deserts are found in all continents and vary in size</p> <p>Hot deserts are usually found near the Equator</p> <p>Cold deserts are usually found near the North and South Poles</p> <p>There are similar and different physical features in hot and cold deserts</p> <p>There are few human features in hot and cold deserts</p>	<p>plates move over each other</p> <p>Tectonic plates can be oceanic or continental. They meet at a plate boundary</p> <p>Fold mountains are formed when two continental plates move towards each other and collide</p> <p>Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other</p> <p>There are two main types of volcano: shield volcano (two plates move away) and composite volcano (oceanic and continental plates move together), which each have different features</p> <p>Shield and composite volcanoes can be active, dormant or extinct</p> <p>Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars</p> <p>Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat</p>	<p>America (Amazon) and North America (Central American)</p> <p>Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor</p> <p>Each layer of the rainforest has different types of plants and animals that live there</p> <p>A sympiotic relationship is a long-term relationship between one or more species, in which both species receive benefits</p> <p>Animals and plants have adapted to life in the rainforest (buttress roots, lianas, spider monkey, toucan, fig wasp and fire ants)</p> <p>Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species</p> <p>Chopping down trees is called deforestation</p> <p>Deforestation of the Amazon rainforest in Brazil is making way for agriculture, to improve Brazil's economy</p>	<p>Saltwater is a solution of salt dissolved in water. Freshwater has little or no salt dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles</p> <p>The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others</p> <p>Mississippi River is the second longest river in USA, North America; Danube River is the second longest in Europe and flows through central and southeastern European countries; Severn River is the longest river in the UK</p> <p>A river has three courses: upper, middle and lower</p> <p>Three river processes : erosion, transportation, deposition</p> <p>Waterfalls in the upper course, when the water erodes soft rock</p> <p>Meanders form in the middle course, by erosion and deposition</p> <p>Floodplains form in the lower course, by deposition</p> <p>Land use includes agriculture (including fishing), recreational (including tourism),</p>	<p>Case study: El Salvador, Guatemala, Honduras (Northern Triangle) to USA</p> <p>Push factors encouraging people to emigrate from the Northern Triangle include violent crime and poverty</p> <p>Pull factors encouraging people to migrate to USA include lower rates of violent crime, prospect of higher-paid jobs and family reunification. 'The American Dream' does not come true for a lot of immigrants</p> <p>Forced migration occurs when people can no longer live safely in their country. When people are forced to leave their country, they seek asylum in another country</p> <p>Case study: Syria to countries in Europe</p> <p>Asylum seekers make up a very small proportion of immigrants to the UK</p> <p>The UK has benefited from immigration in many ways (economic, social and cultural)</p>
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				<p>can be used to heat water</p> <p>La Soufriere is a volcano in St Vincent that erupted in early 2021, causing much of the Caribbean island to be covered in ash. The eruption has many negative effects.</p> <p>Etna is a volcano on the island of Sicily, in Italy. It is very active but living near it has lots of benefits</p>		<p>residential, industry, defence and transport</p> <p>There are similar and different land uses along different stretches of the rivers Mississippi, Danube and Severn (including poor/wealthy, rural/urban areas)</p>	
<p>Disciplinary Knowledge</p> <p><i>As a geographer, I am learning to</i></p>	<p>Recognise, describe, talk about experiences</p>	<p>Identify land and water on a map</p> <p>Identify country boundaries on a map</p>	<p>Identify similarities and differences between two non-local places</p>	<p>An elevation view is the view of an object or place from the front or side</p> <p>An oblique view is the view of an object or place from diagonally above</p> <p>Explain similarities and differences, using geographical knowledge</p>	<p>Locate using mapping skills</p> <p>Draw an object to scale</p> <p>Recognise that people have differing opinions about environmental issues</p>	<p>Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)</p> <p>begin to suggest questions for investigating</p> <p>begin to use primary and secondary sources of evidence in my investigations.</p> <p>investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>collect and record evidence unaided</p> <p>analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations –</p>	<p>Name, locate, identify, (world) map skills</p> <p>Understand how things change over time.</p> <p>suggest questions for investigating</p> <p>use primary and secondary sources of evidence in my investigations.</p> <p>collect and record evidence unaided</p> <p>analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>

						influence on people/everyday life	
Possible leading enquiry question	Does the whole world celebrate Christmas in the same way?	Where in the world are we?	Do disasters affect some more than others?	Is extinction a good or a bad thing?	Is deforestation a good or bad thing?	How do communities use rivers?	Why do people relocate?
Vocabulary (progressive – so what are the new words?)	Celebration, holiday, Christmas, Festival, Birthday. Community, holiday, Christmas, Festival, Birthday, Family, Tradition, celebration	Atlas, address, world, distance, abroad, UK, countryside, farm, hill, mountain, forest, beach, cliff, harbour, port, office, shop, house, factory, Capital cities, rural, urban	Climate, precipitation, deserts, continents, equator,	inner core, outer core, mantle, lithosphere, tectonic plates, oceanic or continental, plate boundary, active, dormant, extinct	high temperatures, precipitation, emergent, the canopy, understory, adaptation, deforestation	transpiration Surface runoff Saltwater, solution, dissolved, Freshwater Mississippi,; Danube Severn,courses: upper, middle and lower, erosion, transportation, deposition, Waterfalls, Meanders, Floodplains, agriculture, recreational, residential, industry, defence, transport, land uses, poor/wealthy, rural/urban	Maslow's hierarchy of need, immigration, emigration, push and pull factors, Northern Triangle, Forced migration, Asylum seekers, immigrants
	The Natural World.	Theme 3					
Possible Theme	Let's go on holiday!	There you are	Rivers, seas and oceans	Looking at Europe	Earthquakes	Climate across the world	I am a geographer
Substantive knowledge <i>As a geographer, I am learning about</i>	<p>the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>- Describe their immediate environment using knowledge from observation, discussion,</p>	<p>There are seven continents in the world, six of which people live on.</p> <p>There are countries within each continent (except Antarctica)</p> <p>While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale</p> <p>The equator is an imaginary line across the earth</p> <p>The North Pole and the South Pole are at the top and bottom of the Earth</p> <p>Kenya is a country in Africa</p> <p>There are poorer and wealthier areas in every city</p>	<p>Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans</p> <p>Rivers travel from highland areas (the source) to lowland areas (the mouth)</p> <p>Human features around rivers include valleys, mountains, hills and vegetation</p> <p>The seas that surround the UK are the North Sea, the Irish Sea and the English Channel</p>	<p>Europe is made up of 50 countries; Russia is split across Asia and Europe</p> <p>The Alps stretch across France, Italy, Switzerland, Austria and other countries. The Lake District is a National Park in England</p> <p>The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. Dawlish Warren is located on the southwest coast of England, and there are</p>	<p>An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries</p> <p>Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an oceanic plate is being forced under the continental plate (where some volcanoes are formed)</p>	<p>Vertical lines called meridians split the Earth into 24 different time zones. Each time zone is a number of hours ahead or behind London, at the Prime Meridian. Some countries are too large for one zone and operate in multiple time zones</p> <p>Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains</p> <p>Climate zones are usually found in more than one continent; and</p>	<p>Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units)</p> <p>Create questionnaires and surveys</p> <p>Locate places and features using 6-figure grid references. Produce a detailed risk assessment</p>

	<p>stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p> <p>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.</p>	<p>Human and physical features of Nairobi and local city in UK Human and physical features of Naro Maru and local rural area in UK</p>	<p>There are five oceans in the world. These are larger than seas</p> <p>The seas around the UK flow into the Atlantic Ocean</p> <p>Land use is how land is used by humans.</p> <p>Land use is often different around rivers and coastal areas</p> <p>Opportunity for field work - River Exe</p>	<p>a variety of human and physical features there</p> <p>We can categorise effects into social, economic and environmental</p> <p>Tourism is the business of supporting and encouraging people to visit a place for fun</p> <p>The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism</p> <p>Many people in the four locations t rely on tourism, and there are ways that it can be managed responsibly</p> <p>Opportunity for field work Tourism: Dawlish Warren</p>	<p>The focus is the point inside the lithosphere where the earthquake came from; the epicentre is the point on the Earth's surface above</p> <p>The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage</p> <p>Countries in the world can be classified as low-medium- or high-income countries (LIC, MIC, HICs). They appear in all continents</p> <p>Humans can minimise the effects of earthquakes with earthquake- proof buildings, evacuations and having earthquake survival kits</p> <p>Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011</p> <p>Primary effects are those that happen immediately that are the direct</p> <p>result; secondary effects are a result of primary effects</p>	<p>continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much higher population density than others</p> <p>Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt): tundra, tropical rainforests, coral reefs, temperate forests and hot deserts</p> <p>Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, brown long-eared bats southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, reef sharks)</p> <p>Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by human activity</p>	
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					The responses to earthquakes in HICs and LICs differ	Global warming is caused by too many greenhouse gases in the atmosphere from burning fossil fuels, agriculture, deforestation We can prevent further climate change by using less electricity, reforestation and afforestation , and by using less and recycling more . If humans do not act now, global warming and climate change will continue and have major impacts.	
Disciplinary Knowledge <i>As a geographer, I am learning to</i>	Use my experiences to explain things. Use my observational skills.	Use an atlas to find the right map A globe is a round map of the Earth Use and interpret 2 compass points (N and S) <u>Using map types:</u> • <i>Infant atlas</i> <i>Globe</i>	<u>Using map types:</u> <i>Photographs of places in a plan view</i> Ask simple geographical questions; Where is it? What's it like? use NF books, stories, maps, pictures/photos and internet as sources of information. investigate my surroundings make appropriate observations about why things happen. make simple comparisons between features of different places	Say whether a map is at the local, national or global scale Spatially match locations on maps of different scales Identify a range of political and physical boundaries <u>Using map types:</u> <i>Junior atlas</i>	Locate places and features using letter and number coordinates on a map ask and respond to questions and offer my own ideas. extend to satellite images, aerial photographs investigate places and themes at more than one scale collect and record evidence with some aid analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale Interpret and construct climate graphs <u>Using maps:</u> <i>Thematic maps (showing climate zones and population density)</i>	Opportunity for field work
Possible leading	Where are my favourite places to be and why?	Who is our neighbour?	Can humans use land for whatever they want?	Is tourism always good for a place?	Does the economy always serve society?	Should I care about what happens in a far off place?	What do I know about the Geography of my local area?

enquiry question							
Vocabulary (progressive – so what are the new words?)	Season, weather, hot, cold, sunny, raining, ice, snow, Near, far	continents, equator, North Pole, South Pole	Rivers, lakes, seas, oceans, highland, source, lowland, valleys, mountains, hills, vegetation, North Sea, Irish Sea, English Channel, coast	social, economical, environmental, tourism, responsibility	earthquake, tectonic plates, lithosphere, epicentre, low, medium and high income countries, primary and secondary effects	meridians, time zones, Prime Meridian, Climate zones\; polar, temperate, arid, tropical, Mediterranean and mountains, population density, Biomes, fauna, flora, r vegetation belt: tundra, tropical rainforests, coral reefs, temperate forests, hot deserts, Global warming, climate change, human activity, greenhouse gases, fossil fuels, agriculture, deforestation,, reforestation, afforestation, recycling more	
	Theme 4: Link to Laudato Si - Fragile Earth- Elements of this can be interwoven throughout the year						
Possible Theme	Fragile Earth	Fragile Earth	What a wonderful world!	Responsible citizens	Dear Earth	Our footprint on the Earth	
Possible leading enquiry question	What can I do to look after our world (our common home)?		Are we scarring, or cultivating our Earth?	Does what I do make a difference?	Where should global assistance begin?	How can Christians live well within the limits of nature?	