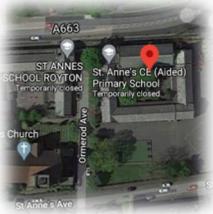


# Geography Curriculum

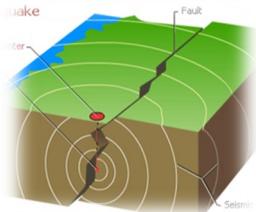
# Geography Overview

	Term		
<b>Yellow Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Summer 1</b>
	<b>Locational Knowledge: Our School and Surrounding Area</b> 	<b>Seasonal Change and Weather in Our Local Area</b> 	<b>Geography Fieldwork Skills and Locational Knowledge: Local Comparisons</b> 
<b>Green Class</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 2</b>
	<b>Life on the Equator: Contrasting Deserts</b> 	<b>Locational Knowledge: Life on Planet Earth</b> 	<b>A Journey Around Oldham</b> 

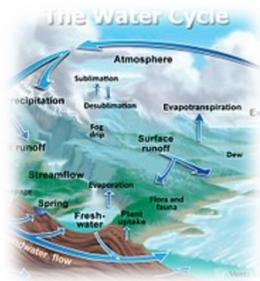
# Geography Overview

	Term		
Blue Class	Spring 2	Summer 1	Summer 2
	<b>Locational Knowledge: Two Contrasting British Locations</b> 	<b>Non-European Country Study: Kenya</b> 	<b>Geography Fieldwork Skills and Locational Knowledge</b> 
Orange Class	Spring 2	Summer 2	
	<b>The United Kingdom</b> 	<b>Rivers and Canals</b>  	

# Geography Overview

	Term		
Lime Class	Spring 2		Summer 1
	Mountains and Volcanoes		European Comparison Study: Hamelin, Germany
Lilac Class	Autumn 1	Summer 1	Summer 2
	Earthquakes	North American Comparison Study: Route 66	Geography Fieldwork Skills and Locational Knowledge: London Study
			

# Geography Overview

	Term	
<b>Turquoise Class</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>The Water Cycle</b> 	<b>South American Comparison Study: Brazil</b> 
<b>Purple Class</b>	<b>Autumn 1</b>	<b>Summer 1&amp;2</b>
	<b>Shakleton's Journey: Antarctica vs. Sahara Desert</b> 	<b>World Comparison: Nagasaki</b> 

# Yellow Class Enquiry Questions

Term		
Autumn 1	Autumn 2	Summer 1
<b>What is it like to be a St Anne's learner?</b>	<b>Where do the leaves go in winter?</b>	<b>Can I help Peter Rabbit navigate the United Kingdom?</b>
<b>Key Questions</b>	<b>Key Questions</b>	<b>Key Questions</b>
<p>What is it like to be me?</p> <p>What is it like in my school?</p> <p>Who might I meet in my school?</p> <p>Which town is my school in?</p> <p>Can I find my school on a map?</p> <p>Can I draw a map to my school?</p> <p>Can I locate my own school and town on a map of the UK?</p>	<p>Where will I find different leaves in my local town?</p> <p>Can I name the tree from investigating leaves?</p> <p>Can I compare parks and areas in my local town?</p> <p>Can I plot Leaf Man's journey and say what physical features he has seen?</p> <p>Can I plot Leaf Man's journey and say what human features he has seen?</p> <p>Where are the hottest and coldest places on Earth that Leaf Man could visit?</p>	<p>Which country is The Lake District in and what is it like there?</p> <p>Which country is Ben Nevis in and what would Peter Rabbit do in this country?</p> <p>Which country is Snowdonia in and what would Peter Rabbit do in this country?</p> <p>Which country is Belfast in and what would Peter Rabbit do in this country?</p> <p>Can I name and locate the common human features of all four countries?</p> <p>Can I name and locate the common physical features of all four countries?</p>



# Yellow Class - Autumn 1

## Enquiry Question

What is it like to be a St Anne's learner?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Reception Expectations:</u></b> Children know how to talk about similarities and differences in relation to places, objects and living things</p> <p><b><u>Year 1 Expectations:</u></b> Children recognise similarities and differences in their immediate environment.</p>	<p><b><u>Reception Expectations:</u></b> Children can talk about where they live.</p> <p><b><u>Year 1 Expectations:</u></b> Children talk about and find their way around school showing an awareness of where things belong and the people within the school.</p>	<p><b><u>Reception Expectations:</u></b> Children can express their views on features of the environment of a locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children know how to describe human and physical features.</p>	<p><b><u>Reception Expectations:</u></b> Children can identify places in the immediate locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children develop maps of the local environment.</p>



# Yellow Class - Autumn 2



## Enquiry Question

Where do the leaves go in winter?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Reception Expectations:</u></b> Children know how to talk about similarities and differences in relation to places, objects and living things</p> <p><b><u>Year 1 Expectations:</u></b> Children can talk about people and places beyond their local environment.</p>	<p><b><u>Reception Expectations:</u></b> Children can talk about where they live.</p> <p><b><u>Year 1 Expectations:</u></b> Children can talk about their homes and families and compare to those in another country.</p>	<p><b><u>Reception Expectations:</u></b> Children can express their views on features of the environment of a locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children know how to identify seasonal and daily weather patterns in the UK.</p> <p>Children know why some places are hot and some are cold in relation to the equator.</p>	<p><b><u>Reception Expectations:</u></b> Children can identify places in the immediate locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children develop maps of the local environment.</p>



# Yellow Class - Summer 2



## Enquiry Question

Can I help Peter Rabbit navigate the United Kingdom?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Reception Expectations:</u></b> Children know how to talk about similarities and differences in relation to places, objects and living things</p> <p><b><u>Year 1 Expectations:</u></b> Children can name and locate the four countries making up the British Isles.</p>	<p><b><u>Reception Expectations:</u></b> Children can talk about where they live.</p> <p><b><u>Year 1 Expectations:</u></b> Children show their knowledge, skills and understanding in studies at a local scale.  Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p>	<p><b><u>Reception Expectations:</u></b> Children can express their views on features of the environment of a locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children know how to describe human and physical features.  Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p>	<p><b><u>Reception Expectations:</u></b> Children can identify places in the immediate locality.</p> <p><b><u>Year 1 Expectations:</u></b> Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>

# Green Class Enquiry Questions

Term		
Autumn 2	Spring 1	Summer 2
<p><b>Why can't a penguin live near the Equator?</b></p>	<p><b>What does Beegu think of the United Kingdom and where else could he travel?</b></p>	<p><b>What will I see on a bus journey around Oldham?</b></p>
Key Questions	Key Questions	Key Questions
<p>Which season in the United Kingdom would a wild penguin prefer?</p> <p>Would a wild penguin like to live on the equator?</p> <p>What human and physical features would I find on the equator?</p> <p>What are the north and south poles and would wild penguins like it there?</p> <p>What human and physical features would I find at the north and south poles??</p> <p>Which continents would I find penguins in the wild?</p> <p>Which oceans would we find wild penguins swimming in?</p>	<p>Where is Beegu today? (England)</p> <p>Where has Beegu visited this week? (Wales)</p> <p>Can you plan Beegu's trip? (Northern Ireland)</p> <p>Where is left for Beegu to travel in the UK? (Scotland)</p> <p>How far away is Beegu this week? (Australia)</p> <p>If Beegu was to visit us, where would you take him?</p>	<p>Where can I go by bus In Oldham?</p> <p>How can I travel locally from school if the bus breaks down?</p> <p>What evidence of human geography will I see in Oldham Town Centre compared to Saddleworth?</p> <p>What evidence of physical geography will I see in Oldham Town Centre compared to Saddleworth?</p> <p>Can I make human and physical observations on my bus journey?</p> <p>How is Manchester Centre different to Oldham?</p>



# Green Class - Autumn 2



## Enquiry Question

Why can't a penguin live near the Equator?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p><b><u>Year 1 Expectations:</u></b> Children can talk about people and places beyond their local environment.</p> <p><b><u>Year 2 Expectations:</u></b> Children can locate and name the continents on a World Map.</p>	<p><b><u>Year 1 Expectations:</u></b></p> <p><b><u>Year 2 Expectations:</u></b> Children can locate and label the five oceans.</p>	<p><b><u>Year 1 Expectations:</u></b> Children know how to identify seasonal and daily weather patterns in the UK. Children know why some places are hot and some are cold in relation to the equator. Children know how to describe human and physical features.</p> <p><b><u>Year 2 Expectations:</u></b> Children know where in the world is cold and are able to discuss this in relation to the equator and the North/South Poles. Children can identify weather patterns in the UK.</p>	<p><b><u>Year 1 Expectations:</u></b> Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b><u>Year 2 Expectations:</u></b> Children use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



# Green Class - Spring 1



## Enquiry Question

What does Beegu think of the United Kingdom and where else could he travel?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 1 Expectations:</u></b> Children can name and locate the four countries making up the British Isles.</p> <p><b><u>Year 2 Expectations:</u></b> Children can name and locate the countries making up the British Isles, with their capital cities. Children know the surrounding seas of the United Kingdom. Children can locate and label the five oceans.</p>	<p><b><u>Year 1 Expectations:</u></b> Children can talk about their homes and families and compare to those in another country.</p> <p><b><u>Year 2 Expectations:</u></b> Children can compare England with a contrasting non-European country in the world. Children can compare a local City/town in England with a contrasting city in a different country.</p>	<p><b><u>Year 1 Expectations:</u></b> Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p><b><u>Year 2 Expectations:</u></b> Children know where in the world is cold and are able to discuss this in relation to the equator and the North/South Poles.</p>	<p><b><u>Year 1 Expectations:</u></b> Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b><u>Year 2 Expectations:</u></b> Children know and use directional language.</p>



# Green Class - Summer 2



## Enquiry Question

What will I see on a bus journey around Oldham?

## Progression of Knowledge, Skills and Understanding

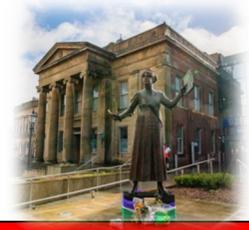
Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 1 Expectations:</u></b> Children recognise similarities and differences in their immediate environment.</p> <p><b><u>Year 2 Expectations:</u></b></p>	<p><b><u>Year 1 Expectations:</u></b> Children talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p><b><u>Year 2 Expectations:</u></b></p>	<p><b><u>Year 1 Expectations:</u></b> Children show their knowledge, skills and understanding in studies at a local scale.</p> <p>Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p><b><u>Year 2 Expectations:</u></b> Children can compare and contrast the human and physical features of two British localities.</p>	<p><b><u>Year 1 Expectations:</u></b> Children develop maps of the local environment.</p> <p><b><u>Year 2 Expectations:</u></b> Children use the four points of a compass to build their knowledge of the United Kingdom and where Royton is in relation to the rest of the British Isles.</p> <p>Children know and use directional language.</p>

# Blue Class Enquiry Questions

Term		
Spring 2	Summer 1	Summer 2
Why do we love to be beside the seaside?	Would you rather live in Kenya or the UK?	Which plants and animals would Little Evie see in the wild woods?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> <li>• Can I use an atlas to label countries, cities and seas of the United Kingdom?</li> <li>• Can I compare the human features of Royton to the seaside?</li> <li>• Can I compare the physical features of Royton to the seaside?</li> <li>• Can I find out what it would be like to live near the seaside?</li> <li>• Can I use the four compass points to find out where Royton is in comparison to major seaside resorts?</li> <li>• Can I say which season is best to visit the seaside?</li> <li>• Can I compare life in Royton to life living at the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I find and label the continents of the world on a blank map?</li> <li>• Can I find out where Kenya is and what is nearby?</li> <li>• Can I compare the animals found in Kenya to those in the United Kingdom?</li> <li>• Can I explore the physical features of Kenya?</li> <li>• Can I find out about the people and the culture of Kenya?</li> <li>• Would you rather live in Kenya or Oldham:? A comparison.</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explore urban and rural parts of my local area?</li> <li>• Can I find key human and physical features in my local area?</li> <li>• Can I find the key geographical features in my local area?</li> <li>• Can I compare the key Geographical features of Royton to Oldham?</li> <li>• Can I find key human and physical features of a city?</li> <li>• Can I compare the human and physical features of Royton to a major city?</li> </ul>



# Blue Class - Spring 2



## Enquiry Question

Why do we love to be beside the seaside?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 2 Expectations:</u></b></p> <p>Children know the surrounding seas of the United Kingdom.</p> <p>Children can locate and label the five oceans.</p>	<p><b><u>Year 2 Expectations:</u></b></p> <p>Children can compare a local City/town in England with a contrasting UK place.</p>	<p><b><u>Year 2 Expectations:</u></b></p> <p>Children can identify weather patterns in the UK.</p> <p>Children can compare and contrast the human and physical features of two British localities.</p>	<p><b><u>Year 2 Expectations:</u></b></p> <p>Children use the four points of a compass to build their knowledge of the United Kingdom and where Royton is in relation to the rest of the British Isles.</p> <p>Children know and use directional language.</p>



# Blue Class - Summer 1



## Enquiry Question

Would you rather live in Kenya or the UK?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 2 Expectations:</u></b> Children can locate and name the continents on a World Map.</p>	<p><b><u>Year 2 Expectations:</u></b> Children can compare a local City/town in England with a contrasting city in a different country.  Children can compare England with a contrasting non-European country in the world.</p>	<p><b><u>Year 2 Expectations:</u></b> Children know where in the world is cold and are able to discuss this in relation to the equator and the North/South Poles.</p>	<p><b><u>Year 2 Expectations:</u></b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Children know and use directional language.</p>



# Blue Class - Summer 2



## Enquiry Question

Which plants and animals would Little Evie see in the wild woods?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 2 Expectations:</u></b> Children can name and locate the countries making up the British Isles, with their capital cities.</p>	<p><b><u>Year 2 Expectations:</u></b> Children can name and locate the countries making up the British Isles, with their capital cities.</p>	<p><b><u>Year 2 Expectations:</u></b> Children can identify weather patterns in the UK. Children can compare and contrast the human and physical features of two British localities.</p>	<p><b><u>Year 2 Expectations:</u></b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>

# Orange Class Enquiry Questions

Term	
Spring 2	Summer 2
<p><b>What are the key features of our United Kingdom compared to Greece?</b></p>	<p><b>Why are the rivers and canals of Manchester so important?</b></p>
Key Questions	Key Questions
<ul style="list-style-type: none"> <li>• Can I identify European countries and capitals?</li> <li>• Can I identify countries of the UK, cities and local counties?</li> <li>• Can I identify key features of the topography of the UK?</li> <li>• Can I identify land use and human characteristics of the UK compared with Greece?</li> <li>• Can I describe the climate in the different parts of the UK compared with Greece?</li> <li>• Can I compare regions of the UK with Greece?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what a river is, how this links to the water cycle and how it is formed?</li> <li>• Can I explain why rivers are important to people?</li> <li>• Can I identify key rivers of Manchester and compare these to others in Europe?</li> <li>• Can I explain the differences between rivers and canals?</li> <li>• Can I explain how canals were used for transportation in Manchester?</li> <li>• Can I explain how rivers and canals are used in Manchester today?</li> </ul>



# Orange Class - Spring 2

## Enquiry Question

What are the key features of our United Kingdom compared with Greece?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p> <p>Children can locate some countries in Europe, concentrating on their environmental regions and key physical and human characteristics.</p> <p>Children can name and locate the counties and cities of the United Kingdom in close proximity to school.</p> <p>Children know about the geographical regions of cities in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can use maps, atlases, digital and computer mapping to locate countries of the UK and describe features.</p> <p>Children use the four points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use the four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use sketch maps, plans, graphs and digital technologies to observe, measure and record physical and human features in the local area.</p>



# Orange Class - Summer 2



## Enquiry Question

Why are the rivers and canals of Manchester so important?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can describe and show an understanding of the water cycle, with links to the places studied.</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can use sketch maps, plans, graphs and digital technologies to observe, measure and record physical and human features in the local area.</p>

# Lime Class Enquiry Questions

Term	
Spring 2	Summer 1
<b>Why are some mountains more active than others?</b>	<b>Would you like to live in Hamelin Town?</b>
<b>Key Questions</b>	<b>Key Questions</b>
<ul style="list-style-type: none"> <li>• What makes a mountain a mountain and where will I find some?</li> <li>• How would I spot a mountain on a map?</li> <li>• How do mountains influence: climate, vegetation belts, rivers and the water cycle?</li> <li>• How do mountains link to human features of Geography: settlements and land use?</li> <li>• Is a volcano a mountain and what makes a volcano so interesting?</li> <li>• What causes volcanoes to erupt and are they linked to earthquakes?</li> <li>• What impact do volcanoes have on the earth?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I name and locate the continents of the world, focussing in on Europe?</li> <li>• Can I name and locate some of the countries in Europe and their capital cities?</li> <li>• Can I investigate the physical features of Germany compared with The UK?</li> <li>• Can I investigate and compare climates in Germany compared to The UK?</li> <li>• Can I investigate the differing biomes in Germany and the UK in relation to their location on the globe?</li> <li>• Can I compare the human features of Hamelin to our local area?</li> </ul>



# Lime Class - Spring 2



## Enquiry Question

Why are some mountains more active than others?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can locate some countries in Europe, concentrating on their environmental regions and key physical and human characteristics.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children can identify the position and significance of the equator.</p> <p>Children can identify the position and significance of the northern and southern hemisphere.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p>	<p><b><u>Year 3 Expectations and Year 4 Expectations:</u></b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children can describe and show an understanding of earthquakes linked to the places studied.</p> <p>Children can describe and show an understanding of volcanoes linked to the places studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children use the four points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use the four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children can use fieldwork, sketch maps, plans, graphs and digital technologies to observe, measure and record human and physical features in the local area.</p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>



# Lime Class - Summer 1

## Enquiry Question

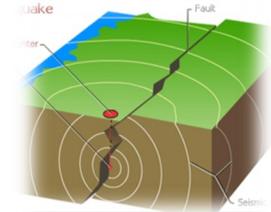
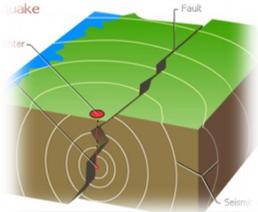
Would you like to live in Hamelin Town?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can name and locate the counties and cities of the United Kingdom in close proximity to school.</p> <p>Children know about the geographical regions of cities in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children can locate the major cities in Europe.</p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.</p>	<p><b><u>Year 3 Expectations and Year 4 Expectations:</u></b></p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b><u>Year 3 Expectations:</u></b></p> <p>Children can use maps and atlases to locate countries of the UK and describe features.</p> <p>Children use digital and computer mapping to locate countries of the UK and describe features studied.</p> <p><b><u>Year 4 Expectations:</u></b></p> <p>Children can use maps, atlases, digital and computer mapping to locate countries in Europe and describe features.</p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>

# Lilac Class Enquiry Questions

Term		
Autumn 1	Summer 1	Summer 2
What makes the world grumble and shake?	Is North America just the USA?	Are all capital cities the same?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> <li>Do I understand the structure of the Earth?</li> <li>Can I explain how tectonic plates make earthquakes?</li> <li>Can I explain what causes earthquakes?</li> <li>What are the five deadly features of an earthquake?</li> <li>Can I find out about the worlds' biggest earthquakes?</li> <li>Can I locate the earth's biggest earthquakes using longitude and latitude?</li> <li>Can I investigate one earthquake?</li> </ul>	<ul style="list-style-type: none"> <li>Can I name and locate the continents of the world, focussing in on North America?</li> <li>Can I name and locate some of the countries in North America and their capital cities?</li> <li>Can I investigate the physical features of North America?</li> <li>Can I investigate and compare climates in North America?</li> <li>Can I investigate the differing biomes in North America in relation to their location on the globe?</li> <li>Can I compare the human features of Port Antonio in Jamaica to our local area?</li> </ul>	<ul style="list-style-type: none"> <li>Can I explore the regions and counties of England?</li> <li>Can I explore and locate the main cities in England?</li> <li>Can I identify and locate human features and famous landmarks in The United Kingdom?</li> <li>Can I identify the physical features of The United Kingdom?</li> <li>Can I investigate London and compare it to the other capitals in the United Kingdom?</li> <li>Can I explain why London is our capital city?</li> <li>Can I compare London to Washington D.C.?</li> </ul>



# Lilac Class - Autumn 1

## Enquiry Question

What makes the world grumble and shake?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 4 Expectations:</u></b></p> <p>Children can locate the major cities in Europe.</p> <p>Children can identify the position and significance of the equator.</p> <p>Children can identify the position and significance of the northern and southern hemisphere.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children can identify the position and significance of the tropic of Cancer.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p>	<p><b><u>Year 4 Expectations and Year 5 Expectations</u></b></p> <p>Children can describe and show an understanding of earthquakes linked to the places studied.</p> <p>Children can describe and show an understanding of volcanoes linked to the places studied.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children can use maps, atlases, digital and computer mapping to locate countries in Europe and describe features.</p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>



# Lilac Class - Summer 1

## Enquiry Question

Is North America just the USA?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 4 Expectations:</u></b></p> <p>Children can identify the position and significance of the equator.</p> <p>Children can identify the position and significance of the northern and southern hemisphere.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children can use maps to locate Russia, in relation to Europe.</p> <p>Children can use maps to locate the countries of North America.</p> <p>Children can locate the countries in North America, concentrating on their key physical and human characteristics.</p> <p>Children can locate the countries in North America, concentrating on their environmental regions.</p> <p>Children can locate the major cities in North America.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p>	<p><b><u>Year 4 Expectations and Year 5 Expectations</u></b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children can use maps, atlases, digital and computer mapping to locate Russia and the countries of North America and describe features.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>



# Lilac Class - Summer 2



## Enquiry Question

Are all capital cities the same?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children can identify the position and significance of the tropic of Cancer.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.</p>	<p><b><u>Year 4 Expectations and Year 5 Expectations</u></b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b><u>Year 4 Expectations:</u></b></p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><b><u>Year 5 Expectations:</u></b></p> <p>Children can use fieldwork, sketch maps, plans and graphs and digital technologies to observe, measure and record human and physical features in the local area.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>

# Turquoise Class Enquiry Questions

Term	
Summer 1	Summer 2
Will I ever see the water I drink again?	How diverse is life in South America?
Key Questions	Key Questions
<ul style="list-style-type: none"> <li>• Where do rivers fit into the water cycle?</li> <li>• How are rivers formed and how do they change over time?</li> <li>• Are all rivers the same?</li> <li>• What happens to the water I pour away?</li> <li>• Where does my water come from?</li> <li>• Will I ever see the water I drink again?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I name and locate the major cities and countries of South America?</li> <li>• Can use maps to locate where words have been borrowed from around the world?</li> <li>• What is life like in a Brazilian favela?</li> <li>• Why is the Amazon known as 'the lungs of the earth'?</li> <li>• What would life on Earth be like without the Amazon Rainforest?</li> <li>• Can I explain how diverse South America is in a documentary style?</li> </ul>



# Turquoise Class - Summer 1

## Enquiry Question

Will I ever see the water I drink again?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p><b><u>Year 5 Expectations:</u></b> Children can identify the position and significance of the tropic of Cancer.</p> <p><b><u>Year 6 Expectations:</u></b> Children can identify the position and significance of longitude and latitude. Children can identify the position and significance of the tropic of Capricorn. Children can identify the position and significance of the Arctic and Antarctic circles.</p>	<p><b><u>Year 5 Expectations:</u></b> Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in South America.</p> <p><b><u>Year 6 Expectations:</u></b> Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in South America.</p>	<p><b><u>Year 5 Expectations and Year 6 Expectations:</u></b> Children describe and show an understanding of the water cycle, thinking about the link to the key places studied.</p>	<p><b><u>Year 5 Expectations and Year 6 Expectations:</u></b> Children can use fieldwork, sketch maps, plans and graphs and digital technologies to observe, measure and record human and physical features in the local area.</p>



# Turquoise Class - Summer 2



## Enquiry Question

How diverse is life in South America?

## Progression of Knowledge, Skills and Understanding

### Location knowledge

#### Year 5 Expectations:

- Children can use maps to locate Russia, in relation to Europe.
- Children can use maps to locate the countries of North America.
- Children can locate the countries in North America, concentrating on their key physical and human characteristics.
- Children can locate the countries in North America, concentrating on their environmental regions.
- Children can locate the major cities in North America.
- Children can identify the position and significance of the tropic of Cancer.

#### Year 6 Expectations:

- Children can use maps to locate the countries of North and South America and make comparisons to the UK and Europe.
- Children can locate the countries in North and South America and Europe, concentrating on their environmental regions.
- Children can locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics.
- Children can locate the major cities in North and South America and Europe.
- Children can identify the position and significance of longitude and latitude.
- Children can identify the position and significance of the tropic of Capricorn.
- Children can identify the position and significance of the Arctic and Antarctic circles.
- Children can identify the position and significance of the Greenwich Meridian and different time zones (including night and day).



# Turquoise Class - Summer 2



## Enquiry Question

How diverse is life in South America?

## Progression of Knowledge, Skills and Understanding

Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p><b><u>Year 5 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in South America.</p> <p><b><u>Year 6 Expectations:</u></b></p> <p>Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in South America.</p>	<p><b><u>Year 5 Expectations and Year 6 Expectations:</u></b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b><u>Year 5 Expectations:</u></b></p> <p>Children can use maps, atlases, digital and computer mapping to locate Russia and the countries of North America and describe features.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><b><u>Year 6 Expectations:</u></b></p> <p>Children can use fieldwork, sketch maps, plans and graphs and digital technologies to observe, measure and record human and physical features in the local area.</p> <p>Children can use maps, atlases, digital and computer mapping to locate the countries of North and South America and describe features.</p> <p>Children use more complex ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p>

# Purple Class Enquiry Questions

Term	
Autumn 1	Summer 1&2
<p><b>Would Ernest Shackleton plan differently if he had to explore The Sahara Desert?</b></p>	<p><b>How do the cities that Michael travels to compare with Nagasaki?</b></p>
Key Questions	Key Questions
<ul style="list-style-type: none"> <li>• What are the similarities and differences between the Arctic and Antarctic circles?</li> <li>• What is the significance of the Greenwich Meridian, different time zones (including night and day) and the tropics?</li> <li>• What oceans and seas would Shackleton have travelled on during his planned journey compared with his actual journey?</li> <li>• What settlements and land use patterns would Shackleton see on his expeditions today?</li> <li>• Would Ernest Shackleton be able to settle and work from the Antarctic?</li> <li>• What makes a desert a desert?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I plot the first part of Michael's journey from Southampton to South America and make comparisons between human and physical features?</li> <li>• Can I plot the second part of Michael's journey from South America to Sydney and make comparisons between human and physical features?</li> <li>• Can I explore the region of Nagasaki and make comparisons to the rest of Michael's journey?</li> <li>• How do the economic and trade links differ between each of the locations Michael visited?</li> <li>• What are the differences between the distribution of natural resources in the places Michael visited?</li> <li>• Can I compare and contrast variations in climate across all plac-</li> </ul>



# Purple Class - Autumn 1

## Enquiry Question

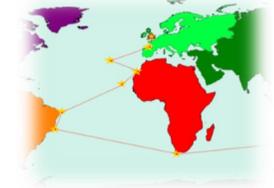
Would Ernest Shackleton plan differently if he had to explore The Sahara Desert?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b>Year 6 Expectations:</b></p> <p>Children can use maps to locate the countries of North and South America and make comparisons to the UK and Europe.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their environmental regions.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics.</p> <p>Children can locate the major cities in North and South America and Europe.</p> <p>Children can identify the position and significance of longitude and latitude.</p> <p>Children can identify the position and significance of the tropic of Capricorn.</p> <p>Children can identify the position and significance of the Arctic and Antarctic circles.</p> <p>Children can identify the position and significance of the Greenwich Meridian and different time zones (including night and day).</p>	<p><b>Year 6 Expectations:</b></p> <p>Children know about the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe/North America/South America or the Arctic and Antarctic circles.</p>	<p><b>Year 6 Expectations:</b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children know about the settlements and land use of the key places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b>Year 6 Expectations:</b></p> <p>Children can use maps and atlases to locate the countries of North and South America and describe features.</p> <p>Children use digital and computer mapping to locate the countries of North and South America and describe features studied.</p> <p>Children use more complex ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>



# Purple Class - Summer 1&2

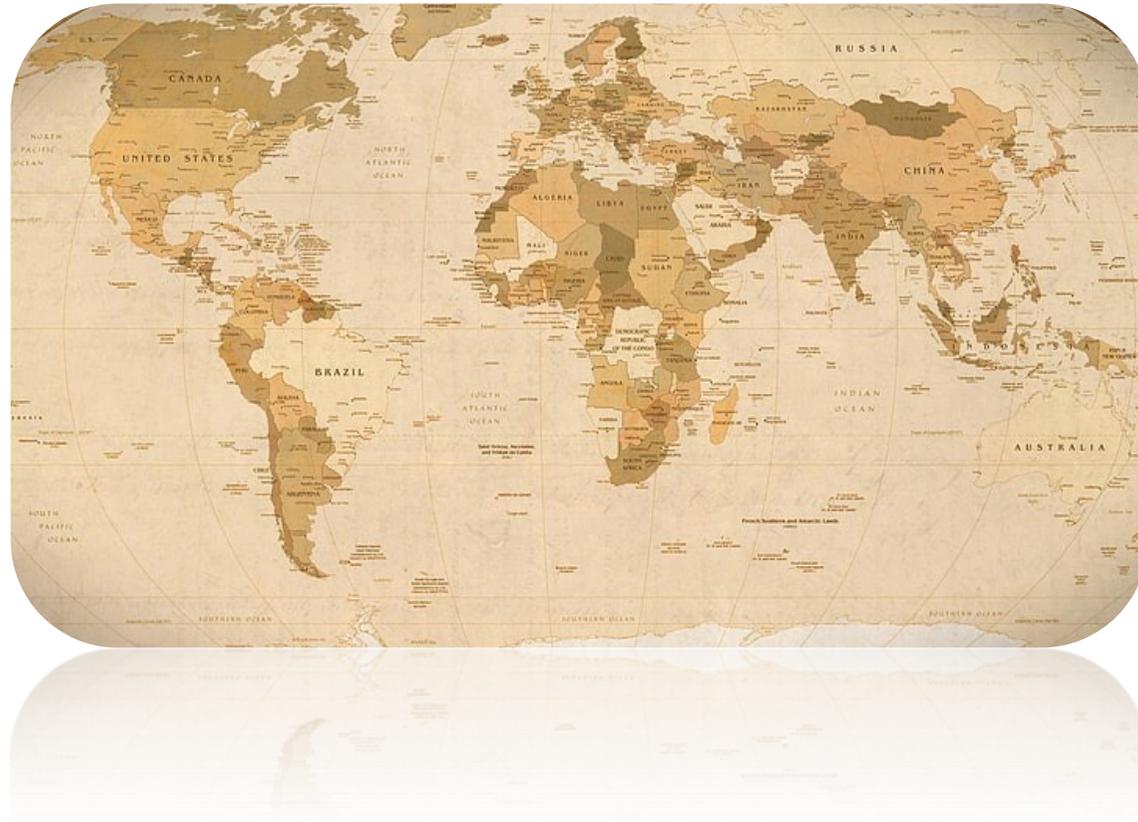


## Enquiry Question

How do the cities that Michael travels to compare with Nagasaki?

## Progression of Knowledge, Skills and Understanding

Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field-work
<p><b>Year 6 Expectations:</b></p> <p>Children can use maps to locate the countries of North and South America and make comparisons to the UK and Europe.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their environmental regions.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics.</p> <p>Children can locate the major cities in North and South America and Europe.</p> <p>Children can identify the position and significance of longitude and latitude.</p> <p>Children can identify the position and significance of the tropic of Capricorn.</p> <p>Children can identify the position and significance of the Arctic and Antarctic circles.</p> <p>Children can identify the position and significance of the Greenwich Meridian and different time zones (including night and day).</p>	<p><b>Year 6 Expectations:</b></p> <p>Children know about the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe/ North America/South America or the Arctic and Antarctic circles.</p>	<p><b>Year 6 Expectations:</b></p> <p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children know about the settlements and land use of the key places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p><b>Year 6 Expectations:</b></p> <p>Children can use maps and atlases to locate the countries of North and South America and describe features.</p> <p>Children use digital and computer mapping to locate the countries of North and South America and describe features studied.</p> <p>Children use more complex Ordnance Survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe, measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe, measure and record physical and human features in the local area.</p>



# Geography Knowledge Organisers



## Geography

### What's it like to be a St Anne's Learner?

#### Key Vocabulary

teachers	The adults in school who help you to learn
school	A place to educate children.
map	A drawing that shows where places are
town	A thickly settled area that is usually larger than a <b>village</b> but smaller than a city.
city	A place in which people live and work that is larger than a town.
village	A place where people live, normally in the countryside. It is usually smaller than a town or city.

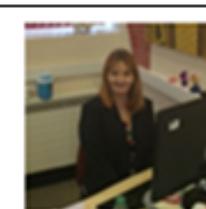


#### Key Places

Some key places around our school are:

The school hall  
The Quadrangle  
The Juniors  
The Office  
Nursery  
The Infant Playground  
The Junior Playground  
Royton  
Oldham

#### Headteacher and Deputy Headteacher



Mrs Holt



Mr Bennett





## Geography

### What's it like to be a St. Anne's Learner?

#### Key Knowledge



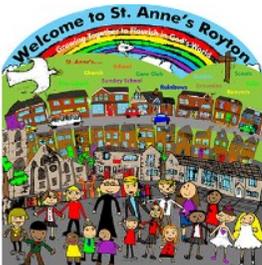
*Growing Together  
to Flourish in  
God's World*



St. Anne's is a Church of England Voluntary Aided Primary School in Royton, Oldham, Greater Manchester.



St. Anne's is in Royton. Royton, north west of Oldham, was the first town where a powered cotton mill was built.



#### Key Knowledge



Royton is a town in the North west of England. The nearest city to Royton is Manchester.



## Geography—Year 1 Yellow class

### Where do the leaves go in Winter?

#### Key Vocabulary

hill	A naturally raised area of land.
forest	Land area that is populated by many trees.
seasons	Four different times during the year with different types of weather.
mountain	Land that rises high above its surroundings. Taller than a hill, it usually has steep slopes and a rounded or sharp peak.
valley	A low area between hills or mountains, typically with a river running through it.
locality	A place and its surroundings.



#### Key Places

What changes can we observe in our local area during the different seasons?



Tangle Hill Park, Royton



Dunwood Park, Shaw

#### Overview

Where will I find different leaves in my local town?

Can I name the tree from investigating leaves?

Can I compare parks and areas in my local town?

Can I plot Leaf Man's journey and say what physical features he has seen?

Can I plot Leaf Man's journey and say what human features he has seen?

Where are the hottest and coldest places on Earth that Leaf Man could visit?





## Geography: Year 1

### Where do the leaves go in Winter?

#### Key Knowledge



Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

#### Key Knowledge

<b>seasons</b>	There are four <b>seasons</b> each year, <b>autumn</b> , <b>winter</b> , spring and summer.
<b>autumn</b>	In <b>autumn</b> , the <b>weather</b> begins to get colder. The leaves start to fall from the trees. The amount of <b>daylight</b> becomes less. This means the daytimes are shorter and the night times are longer.
<b>winter</b>	In <b>winter</b> , the <b>weather</b> is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
<b>weather</b>	The <b>weather</b> includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
<b>daylight</b>	<b>Daylight</b> is when it is light outside. The amount of <b>daylight</b> changes with each <b>season</b> .



## Geography—Year 1 Yellow class

### Can I help Peter Rabbit navigate the United Kingdom?

#### Key Vocabulary

North	The compass point opposite to south.
East	The direction of sunrise : the compass point opposite to west.
South	The compass point opposite to north.
West	The direction of sunset : the compass point opposite to east.
compass	A tool for finding direction.
direction	The line or course along which something moves, lies, or points.



#### Overview

Which country is The Lake District in and what is it like there?

Which country is Ben Nevis in and what would Peter Rabbit do in this country?

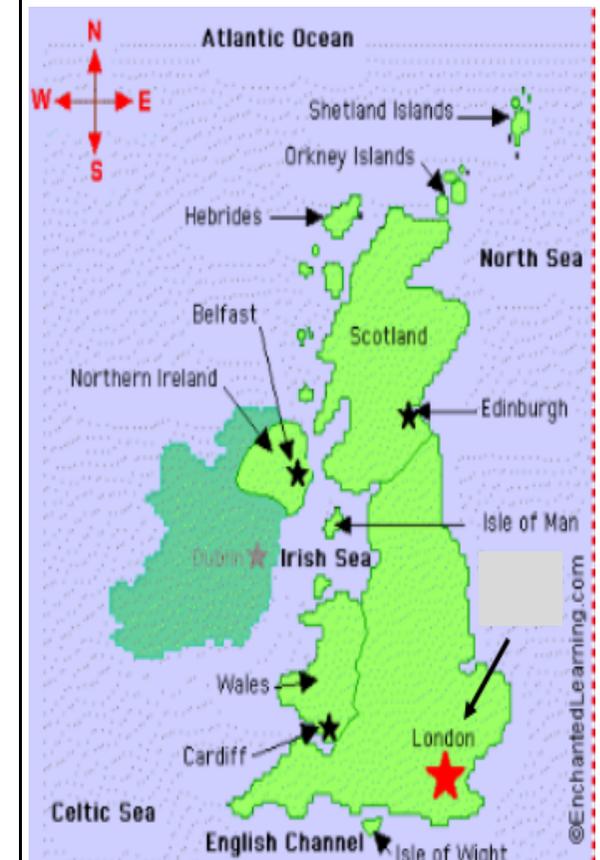
Which country is Snowdonia in and what would Peter Rabbit do in this country?

Which country is Belfast in and what would Peter Rabbit do in this country?

Can I name and locate the common human features of all four countries?

Can I name and locate the common physical features of all four countries?

#### Key Places





## Geography: Year 1

### Can I help Peter Rabbit navigate the United Kingdom?

#### Key Knowledge

Vocabulary	
aerial view	a view from above
capital city	the city where the government sits. <b>London</b> is the <b>capital city</b> of <b>England</b> and the <b>UK</b> .
city	a large town. London is a city.
compass point	any of the main points of a compass: north, south, east and west
country	an area of land that is controlled by its own government.
England	a country in the <b>United Kingdom</b> . Great Cornard is a <b>village</b> in <b>England</b> .
flag	a piece of cloth which can be attached to a pole and which is used as symbol of a particular <b>country</b>
human geography	features of land that have been impacted by human activity
island	a piece of land that is completely <b>surrounded</b> by water
Great Britain	An <b>island</b> that is made up of <b>England</b> , <b>Scotland</b> and <b>Wales</b> .
London	<b>London</b> is the <b>capital city</b> of <b>England</b> and the <b>UK</b> .
physical geography	natural features of land
sea	a large area of salty water that is part of an ocean
surrounded	to be present all around
United Kingdom	The <b>UK</b> , is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes <b>England</b> , <b>Scotland</b> , <b>Wales</b> and Northern Ireland.

#### Key Knowledge

- **England** is a **country**.
- There are four **countries** in the **United Kingdom (UK)**:
  - **England**
  - **Scotland**
  - **Wales**
  - **Northern Ireland**
- Each of these **countries** has a **capital city**, **flag** and **national flower**:

Country	Capital City	Flag	National Flower
England	London		rose
Scotland	Edinburgh		thistle
Wales	Cardiff		daffodil
Northern Ireland	Belfast		shamrock

- The **UK**, is officially known as the United Kingdom of Great Britain and Northern Ireland
- The **UK** includes the island of **Great Britain**, Northern Ireland and many smaller islands
- **Great Britain** is an **island**—it is **surrounded** by **seas**:
  - Irish Sea
  - North Sea
  - English Channel

## Geography: Green Class – Non European Comparison

### What does Beegu think of the United Kingdom and where else could she travel?

#### Key Vocabulary

Capital city	The city where the government sits. E.g. London is the capital city of England.
City	A large city.
Climate	Weather that is typical of a place.
Continent	A very large area of land that consists of many countries.
Country	An area of land that is controlled by its own government.
Human features	Features of land that have been impacted by human activity.
Humid	A climate that is very hot and damp.
Land-scape	Everything you can see when you look across an area of land, including hills, rivers, buildings, trees and plants.
Physical features	Natural features of land.
Rainfall	The amount of rain that falls in a time period.
Seasons	Main periods of the year that can have their own weather conditions.
Temperature	A measure of how hot or cold something is.
Tourist	A person who visits a place for pleasure and interest, especially when they are on holiday.
Town	A large group of houses, shops and buildings where people live and work.
Village	A small group of houses, perhaps a few shops.



#### Key Facts



- The United Kingdom (UK) is made up of England, Scotland, Wales (UK) and Northern Ireland.
- The United Kingdom is in the continent of Europe.
- Australia is a country and continent.
- The United Kingdom is in the Atlantic Ocean, whereas Australia is surrounded by the Indian and Pacific Oceans.
- Both the UK and Australia are made up of villages, towns, and cities.
- Australia is much larger than the UK.
- Australia and the UK have different climates. This means that the weather is generally different.



## Geography: Green Class – Non European Comparison

### What does Beegu think of the United Kingdom and where else could she travel?

#### UK



The UK, is Officially known as the United Kingdom of Great Britain and Northern Island. It includes England, Scotland, Wales and Northern Ireland.

England is the most populated country in the United Kingdom. England is bordered by Wales to the west and Scotland to the north. The Capital city of England is London

Scotland is located to the northern end of Great Britain. The capital of Scotland is Edinburgh. The highest mountain in the UK are in Scotland.

Wales is called Cymru in Welsh. English and Welsh are the two official languages of Wales. Cardiff is the largest city and also the capital of Wales.

Northern Ireland is the smallest country in the United Kingdom. It makes up part of the UK but is situated on an island in Western Europe called Ireland. Northern Ireland takes up small part of the island of Ireland, while the rest of Ireland is an independent nation, the Republic of Ireland. Belfast is the capital city of Northern Ireland.

#### **Weather**

The weather in the UK also follows a season pattern.

In winter (December, January and February) usually sees the coldest weather, the average temperature is around 3 degrees.

In Spring (March, April, May) the weather turns milder. It can still be wet and windy. The average temperature is 11 degrees.

In summer (June, July and August) the weather get warmer. The average temperature is 19 degrees.

In Autumn (September, October and November) sees the weather turn colder and wetter. The aver-

#### Australia



Australia is the world's sixth largest country. Australia is a multicultural country. People from around the world have migrated to Australia and brought with them their own culture. Australia is split into states, New South Wales, Queensland, South Australia, Victoria and Tasmania.

The capital city of Australia Canberra.

#### **Weather**

Australia has four seasons however they are the opposite to the United Kingdom.

In summer (December, January and February) the weather is hot and dry.

In Autumn (March, April and May) the weather becomes cooler.

In Spring (September, October and November) the weather becomes warmer, however it is still very mixed, There can be rain wind and cool days.

## Geography: Green Class – Equator

### Why can't penguins live near the equator?

#### Key Vocabulary: Geography

North Pole	The northern-most point in the Earth's surface.
South Pole	The southern-most point in the Earth's surface.
Penguins	A black and white, flightless, bird that lives in the Antarctic.
Desert	A desert is a very dry place that has very little rain therefore plants do not grow there. Water is very hard to find in the desert.
Hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.
Camouflage	When an animal's markings help it to blend in with environment.
Equator	The middle point around the Earth between the North and South poles.
Continent	A very large area of land mass.
Region	An area, part of a country or world having definable boundaries.
Arctic	A polar region in the northern-most part of the world.
Antarctic	A polar region in the southern-most part of the world.



#### Key Vocabulary: Science

The seasons	Weather periods that can be divided
Summer	The warmest season when our part of the
Spring	The season in which things grow, new life
Autumn	Where summer comes to an end. Environments and habitats change for winter.
Winter	The coldest season of the year.
Humid	When there is a lot of moisture in the air.
Scorching	To burn slightly or to cause a change in

#### Key Knowledge

Countries close to the Equator are hot and rainy throughout the year. Such an equatorial climate is also called "tropical climate" is perfect for growth of rainforests. No wonder most of world's rainforests are in the countries around equator!

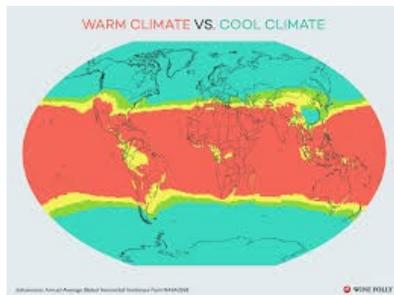
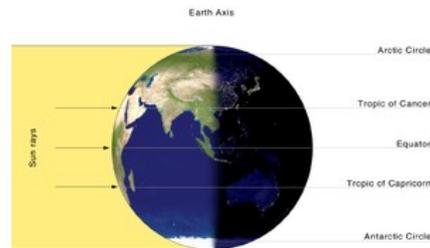
Of the 13 countries that lie on the equator, seven are in Africa (the most of any continent) and South America is home to three of the nations. The remaining countries are island nations in the Indian and Pacific oceans. The countries which the equator runs through are: São Tomé and Príncipe, Gabon, Republic of the Congo, The Democratic Republic of the Congo, Uganda, Kenya, Somalia, Maldives, Indonesia, Kiribati, Ecuador, Colombia, Brazil.

## Geography: Green Class - Equator

### Why can't penguins live near the equator?

#### Interesting Facts

- Not all desert are covered by sand, only 20% of all deserts are covered by sand.
- During the south pole winter ( mid march to mid September) it is dark all the time. During summer it is light all the time.
- Even though we think they should be, not all deserts are hot. Two of the worlds biggest deserts are in the north and south poles.
- Penguins are able to keep warm because they have blubber inside their skins.
- The largest hot desert in the world is in the Sahara and the coldest desert is in Antarctic.
- Hot deserts are usually very hot during in the day but can get very cold at night. Some hot deserts can reach freezing point at night.



#### Key Knowledge

- Animals that live in the polar regions
- Penguins 
  - Polar bears 
  - Artic fox 
  - Seal 
  - Reindeer 
  - Walrus

#### Key Knowledge

- Animals that live close to the equator
- Meerkats 
  - Lizards 
  - Scorpion 
  - Coyote 



## Geography: Green Class – Local Area

### Where can I go by bus in Oldham?

Key Vocabulary	
Country	An area of land which has its own government.
Town	A large group of houses and other buildings where people live and work. Larger than a village.
City	A group of houses or building where people live and work. Much larger than a town.
Capital city	The city that functions as the centre of countries government,
Population	Everyone who lives in a particular place,
Village	A small group of houses and other buildings where people live and work.
Rural areas	The countryside; very few buildings.
Urban areas	Towns and cities ; lots of buildings.
United Kingdom	The UK, is officially known as the United Kingdom of Great Britain and Northern Island. It includes England, Scotland, Wale and Northern Ireland.
Human geography	Building and amenities built by humans (such as houses).
Physical Geography	The natural environments ( such as rivers and mountains).



Surrounding towns
Royton
Shaw
Chadderton
Failsworth
Saddleworth

Notable dates	
1848	The Town Hall was built (This is now a cinema).
1895	Alexandra park opened.
1899	Oldham Athletic Football club was Founded (They even managed two seasons in the premier league)
1928	Elk Mill was built , the largest factory in the country (This is where Elk Mill retail park is today).
1964	Tubular bandage was invented in Oldham.
1977	The civil centre building was built.
2016	St Anne's Primary Royton celebrates 100 years of being open to the public.





## Geography: Green Class – Local Area

### Where can I go by bus in Oldham?

#### Key Knowledge: Local area

**Oldham** is a town in Lancashire, England, amid the Pennines and between the rivers Irk and Medlock, 5.3 miles (8.5 km) southeast of Rochdale and 6.9 miles (11.1 km) northeast of Manchester. It is the administrative centre of the Metropolitan Borough of Oldham, which has a population of 235, 623.

Historically in Lancashire, and with little early history to speak of, Oldham rose to prominence in the 19th century as an international centre of textile manufacture. It was a boomtown of the Industrial Revolution, and among the first ever industrialised towns, rapidly becoming "one of the most important centres of cotton and textile industries in England".

Today Oldham is a predominantly residential town, and the improvement of the town centre is the focus of a project for transforming Oldham into a centre for further education and the performing arts. It is, however, still distinguished architecturally by the surviving cotton mills and other buildings associated with that industry.

#### Key Knowledge Manchester

**Manchester** is a city and metropolitan borough in Greater Manchester, England. Manchester is 160 miles northwest of England's capital, London.

Much of Manchester is urban. The city has many canals and rivers which were important to its growth, especially in the 18th and 19th centuries.

The largest open space in the city is Heaton Park. It has an area of about 618 acres. Heaton Park is a place that attracts many people every year. People go there to see the many animals and the beauty of the countryside.

Much of Manchester's rain comes over from the Pennines, which are hills to the east of the city. The city is mainly urban areas but also has some areas which are mainly of farmland.

To the south of the centre is Manchester Airport. This is the third largest airport in the United Kingdom.



#### Key Knowledge : Saddleworth

**Saddleworth** is part of the metropolitan borough of Oldham in greater Manchester, England. It comprises several villages and hamlets as well as suburbs of Oldham.

Saddleworth lies east of Oldham and 11 miles (17.7 km) northeast of Manchester. Saddleworth remains largely rural with Saddleworth moors in the Dark Peak area of the Peak District National Park, it is a plateau that straddles the boundary with West Yorkshire.

Much of Saddleworth's architecture and infrastructure dates from its textile processing days however, notably the Saddleworth Viaduct and several cottages and terraces, many built by the local mill owners.





## Geography: Blue Class – Comparing two places in the UK

### Why do we love to be beside the seaside?

#### Key Vocabulary

City	A large town.
Coast	The part of a land near the sea.
Island	A piece of land surrounded by the sea.
Bay	A place where the coast bends inwards and the sea fills the space.
Cliff	A steep rock face close to the edge of the sea.
Harbour	A place by the seaside where boats can stay safely in the water.
Pier	A place for people to walk along that is built out into the sea.
Dunes	Hill or mounds of sand held together by plants often near the sea.
Sea	Seas are areas of salty water. Seas are smaller than oceans.
Country	Countries are areas of land. There are 4 countries in the United Kingdom: England, Scotland, Wales and Northern Ireland.
Human feature	Something that is built or made by a human.
Physical feature	Something that is there naturally. It wasn't made by humans.



#### British beaches

1. Scarborough
2. Bridlington
3. Skegness
4. Great Yarmouth
5. Hastings
6. Weymouth
7. Newquay
8. Llandudno
9. Blackpool



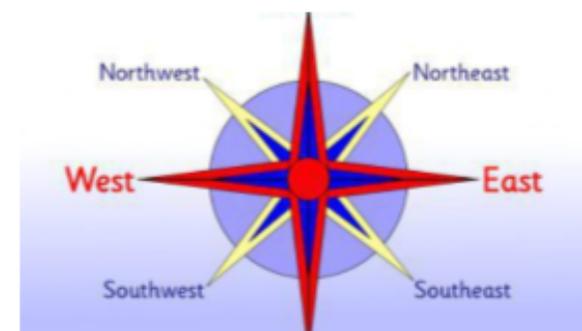
#### Blackpool



The 4 countries that make up the UK are England, Scotland, Wales and Northern Ireland.

The capital cities are England—London, Scotland—Edinburgh, Wales—Cardiff and Northern Ireland—Belfast.

The seas around the UK are The North Sea, The Irish Sea, The English Channel, and the Atlantic Ocean.





## Geography: Blue Class – Comparing two places in the UK

### Why do we love to be beside the seaside?

#### Oldham



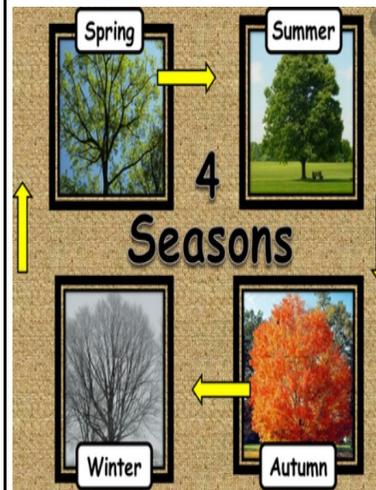
Oldham is located between Manchester and the beautiful Yorkshire countryside. It is home to more than 30 parks and greenspace. Oldham is located just off the motorway network and only 6.9 miles from Manchester city centre and is easily accessible by Metrolink.

Whilst in Oldham you can visit the Gallery Oldham for a look at the borough's history. The Saddleworth Museum provides a fascinating insight into the lives of its people, from the past from people who earned a living by weaving cloth to the soldiers who were at Castleshaw Roman Fort.

Oldham's Town Centre is a shoppers' haven with an array of shops, a shopping mall and a traditional market. Oldham's green spaces are some of the best in the country. From historic Pennine Moorland, there's something for everyone.

Oldham had a population of around 235,623 people.

#### Where We Are



#### Blackpool



Blackpool is a seaside resort on the Irish Sea coast of England. It's known for Blackpool Pleasure Beach, an old-school amusement park with vintage wooden roller coasters. Built in 1894, the landmark Blackpool Tower houses a circus, a glass viewing platform and the Tower Ballroom, where dancers twirl to the music of a Wurlitzer organ. Blackpool Illuminations is an annual light show along the Promenade. There are lots of award-winning attractions in Blackpool and there is something for everyone, you don't need to travel far to have an amazing experience. Thrill-seekers can enjoy the thrills and spills of the white knuckle rides at Blackpool Pleasure Beach. Blackpool Tower is one of the most loved and recognisable landmarks in the world and home to the famous Tower Ballroom, The Tower Circus, The Blackpool Tower Dungeons, The Blackpool Tower Circus and The Blackpool Tower Eye. Those looking for an animal-mad adventure can visit Blackpool Zoo, or swim with sharks at SEA LIFE Blackpool. You can meet the stars at Madame Tussauds or chill out in 84-degree sub-tropical paradise at Sandcastle Waterpark.

The population of Blackpool is around 139,300 people.



## Geography: Blue Class – Comparing a Non-European country

### Would you rather live in Kenya or the UK?

#### Key Vocabulary

European	To be European is to belong to a group of countries in a continent called Europe
African	To be African is to belong to a group of countries in a continent called Africa.
Wild life	Refers to a group of animals that are wild, that is, do not live with humans but roam free.
Climate	over a long time. In hot countries the climate is hot, etc.
Drought	Drought is a long period without rain, often experienced by African countries.
Ebony	Ebony is a very dark black colour, or a south Asian tropical tree with hard, dark-coloured wood
Mud huts	Mud huts are basic houses built from what is available in the area. In Africa, mainly from mud.
Mango	Is a tropical fruit found in hot countries. It is a yellowy-red colour with a large stone in the middle
Kenya	Is a large country situated in East Africa. It is officially known as the Republic of Kenya.
Country	Countries are areas of land. There are 4 countries in the United Kingdom: England, Scotland, Wales and Northern Ireland.
Human feature	Something that is built or made by a human
Physical feature	Something that is there naturally. It wasn't made by humans.



#### Kenyan Animals

African elephant

White Rhinoceros

Black Rhinoceros

Hippopotamus

Giraffe

African Buffalo

Zebra

Leopard

Parakeet



#### Kenya



Population	Approx. 49.7 million (2017)
Size	580,367 km <sup>2</sup>
Language	Lots of different languages but the main 2 are Swahili and English
Location	East Africa





## Geography: Blue Class – Comparing a Non-European country

### Would you rather live in Kenya or the UK?

#### UK



England is the largest country in the United Kingdom (UK). It is part of the UK along with Wales, Scotland and Northern Ireland.

England is bordered by Scotland to the north and Wales to the West. England's bustling capital, London, was recently voted the second-most-visited city in the world with 20 million international visitors.

Rich in history and culture, England boasts some of the most famous writers, singers, scientists and sports personalities worldwide.

Although the Thames is the longest river in England, the Severn is actually the longest river in the UK. It stretches 220 miles in length and is located in both England and Wales! Windermere is England's largest lake.

London is home to 8 million people and many nationalities and in fact more languages (about 300) are spoken in the capital's schools than in any other country in the world!

England and France are perhaps closer to each other than you might think!

At its closest point, England is only 21 miles from the coast of France.

England and France are connected by the Channel Tunnel which opened in 1994. The Channel Tunnel is the second-longest underground tunnel in the world.

England has a huge coastline – nowhere in the country is more than 75 miles from the sea!

Tea is probably the English national drink! Every day, the British drink 165 million cups.

England has 24 native types of mammal, including badgers, foxes, deer and hedgehogs.



#### Kenya



Even if you've never been to Kenya, chances are you know what it looks like. Kenya's savannah (mixed grassland and woodland) is familiar from movies, TV shows, books and even adverts on the telly. It's the landscape many people imagine when they think of Africa.

Kenya is located in East Africa. Its land rises from a low coastal plain on the Indian Ocean to mountains and plateaus (areas of level high ground) at its centre. Most Kenyans live in the highlands, where Nairobi, the capital is.

West of Nairobi the land descends to the Great Rift Valley, a 6,400-kilometre tear in the Earth's crust. Within this valley are the deserts of northern Kenya and the green waters of famous Lake Turkana.

In Kenya, more than 60 languages are spoken and there are more than 40 ethnic groups. Almost everyone there speaks more than one African language.

School is free in Kenya, but many children are too busy to go to classes. They help their families by working the land, tending cattle, cooking, or fetching water.

Music and storytelling are important parts of Kenyan culture. For centuries, tribes throughout the country have used songs, stories and poems to pass on their beliefs, history, and customs.

Millions of people visit Kenya each year to see its endless savannah and the animals that inhabit it: elephants, lions, cheetahs, giraffes, zebras, hippos, rhinos and more. The Kenyan government has set up more than 50 reserves and parks to protect these animals.



## Geography: Blue Class – Locational Knowledge

### Which plants and animals would Little Evie see in the wild woods?

#### Key Vocabulary—Geography focus

##### The Local area

Human feature	Something that is built or made by a human – city, town, village, shop, factory, house, office, farm and a church.
Physical feature	Something that is there naturally. It wasn't made by humans—weather, forest, hills, river, valley, seasons, beach, sea or ocean.
Village	A village is a smaller place where a few hundred people live. Most villages are found in the countryside and may be surrounded by farms.
Town	A town is a larger place than a village. More people live in a town. Thousands rather than hundreds.
Cities	A city is the largest place where people live. There are usually millions of people who live in a city.
Urban	A busy location which has lots of houses and usually shops and offices.
Rural	A location that is in the countryside that is outside a town or city



#### Key Vocabulary—Geography focus

##### The Local area

Street	A public road in a city, town, or village, typically with houses and buildings on one or both sides.
Road signs	Road signs give you information, traffic signs warn you of possible dangers and provide information.
Office	A building where people work from. Some are large, tall buildings others are very small.
Supermarket	A place where you buy groceries and other items. They are usually very large with parking spaces.
Post office	A Post Office is a place that takes letters and parcels. You can also buy stamps, use a cash machine or buy stationery,
Church	Is a place of worship normally found in every village, town and city. Mosques and temples are similar places for different religions.
Map symbol	A map symbol is used on a map to show where something is. It is drawn to look like what it represents e.g. a mountain is drawn as a triangle.
Address	An address shows where somebody lives or where a place is. It has a number and a street name. Ormerod Ave is the street that school is on.
Postcode	A postcode locates exactly where someone lives. OL2 5DH is the postcode of school.

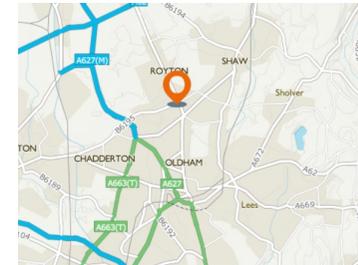
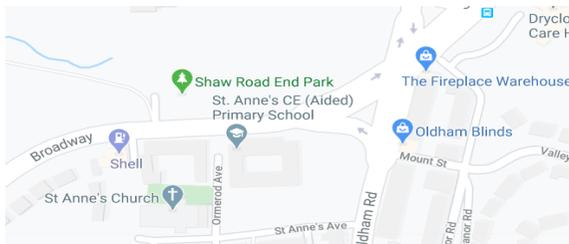


## Geography: Blue Class – Locational Knowledge

### Which plants and animals would Little Evie see in the wild woods?

#### Key Knowledge

#### Geography, Royton



The District of Royton is made up of the wards of Royton North and Royton South. It includes Royton Town Centre with a busy market and a wide variety of local shops and two supermarkets. There are several primary schools in Royton and two large secondary schools. Royton is part of Oldham Metropolitan Borough Council.

Within Royton there is a large area called Yandle Hill county park. This is Oldham's oldest country park. It has 48 hectares of parkland with mature beech, mixed woodland and grassland. From here there are views across the Manchester Plain and the Pennine Hills. Other parks and open spaces include Royton Park, Dogford Park and Shaw Road End Park.

Royton is close to the source of the river Irk and there are many working farms in Royton. Royton and its surroundings have provided evidence of ancient British, Roman and Viking activity in the area.

A village is usually associated with the country side and is smaller than a town. Every street in our county has a name and a postcode. The name is usually on a wall or a sign at the beginning of the street.

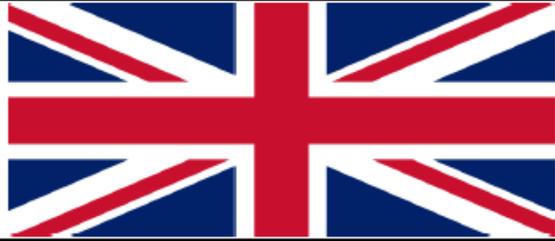
Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code.



## Geography: Orange Class – The UK

### What are the key features of the United Kingdom compared to Greece?

#### UK



Population	Approx. 67 million
Size	242,495 km <sup>2</sup>
Language	English
Countries Making the United Kingdom	England, Northern Ireland, Scotland, Wales
Capital City	London
Population of London	Approx, 9 million
Some Major Cities	London, Birmingham, Manchester, Glasgow, Edinburgh, Newcastle, Sheffield, Liverpool, Cardiff, Belfast
Government	Parliamentary Monarchy, Democracy
Climate	The UK has a <b>temperate climate</b> . In general, this means that Britain gets cool, wet winters and warm, wet summers. The <b>weather</b> conditions are also very changeable.
Currency	Pound Sterling

#### Key facts

**Mountains:** Snowdon, Ben Nevis, Scafell Pike, Slieve Donard.

**Rivers:** The Thames, The Clyde, The Mersey, The Wye, The Bann.

A city is a former town created as a city by royal charter.

A county is an area of land that has its own local government and other organisations.

There are four variations of climate in the UK depending on how cold the winters are and how warm the summers are.

Average rainfall is greater in the western mountainous regions of the UK.

The UK is a country in the continent of Europe in the northern hemisphere.

**Seas and Oceans:** The Atlantic Ocean, The North Sea, The Irish Sea, The English Channel.

#### Greece as a contrasting European country:



**Language:** Greek      **Climate:** Mediterranean with hot dry summers and cold, wet winters.      **Population:** 10.5 million      **Capital:** Athens

**Greece** consists of a large mainland, two smaller peninsulas and a large number of islands. Some of the most well-known islands include Crete, Rhodes and Corfu. 80% of **Greece** is mountainous.



## Geography: Orange Class – The UK

### What are the key features of the United Kingdom compared to Greece?

#### Key Vocabulary

<b>United kingdom</b>	The United Kingdom is the official name for the country consisting of Great Britain and Northern Ireland.
<b>Europe</b>	The second smallest continent. It includes the United Kingdom.
<b>Continent</b>	A continent is a very large area of land that consists of several countries. There are seven continents in the world.
<b>Country</b>	A nation with its own government and borders to mark out its land.
<b>City</b>	A city is the largest type of settlement, containing lots of buildings and lots of people.
<b>County</b>	A county is a region of the UK which has its own local government.
<b>Royal Charter</b>	A special document written by the Queen to say that a place is a city.
<b>Topography</b>	The appearance of the natural features of a place e.g. rivers, mountains, land.
<b>Climate</b>	The general weather conditions usually found in a particular place.
<b>Average Rainfall</b>	A way to measure how much rainfall there is in a particular country each year.
<b>Terrain</b>	The features of an area of land e.g. sandy, rocky, marshy, mountainous.
<b>Population</b>	The number of people living in a particular place.



#### Key Places

**United Kingdom**  
Capital: London

**England**  
Capital: London

**Wales**  
Capital: Cardiff

**Scotland**  
Capital: Edinburgh

**Northern Ireland**  
Capital: Belfast

#### UK



Population	67,545,757
Size	242,495 km <sup>2</sup>
Language	English (official), Welsh, Scots, Ulster Scots, Scottish Gaelic, Cornish, Irish
Location	Northern Hemisphere
Continent	Europe



## Geography: Orange Class – Rivers and Canals

### Why are rivers and canals so important to Manchester?

Key Vocabulary	
River	A natural waterway.
source	The start of a river.
tributary	A stream flowing into a larger river.
meander	A bend in a river or stream.
confluence	The point where several rivers meet.
oxbow lake	A curved lake cut off from a river.
delta	The triangular bits of land that split a river as it meets the sea.
mouth	Where the river meets the sea.
canal	A waterway built by humans.



Key Places
Manchester
Salford
Liverpool
Rochdale
River Irwell
River Irk
River Medlock
Bridgewater Canal
Manchester Shipping Canal
Rochdale Canal
Ashton Canal

Key Vocabulary	
Transport	Vehicles for travelling.
Industry	The process where things are made from raw materials.
Freight	Raw materials or products that are transported.
Leisure	Use of free time for enjoyment.
Lock	A section of a canal between two gates.
Barge	A narrow boat for use on a canal.
Navvy	Short for navigator – the people who built canals.
Towpath	The narrow path at the side of canals.
Channel	A ditch dug out of the earth.

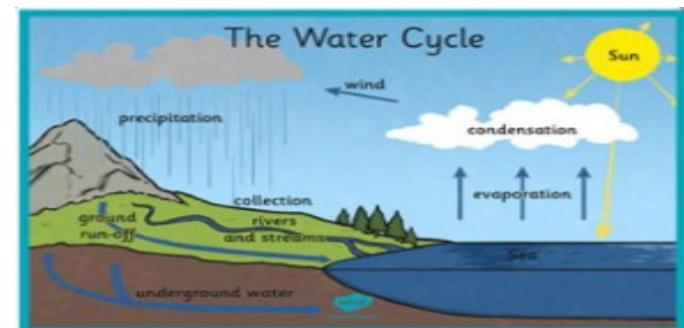
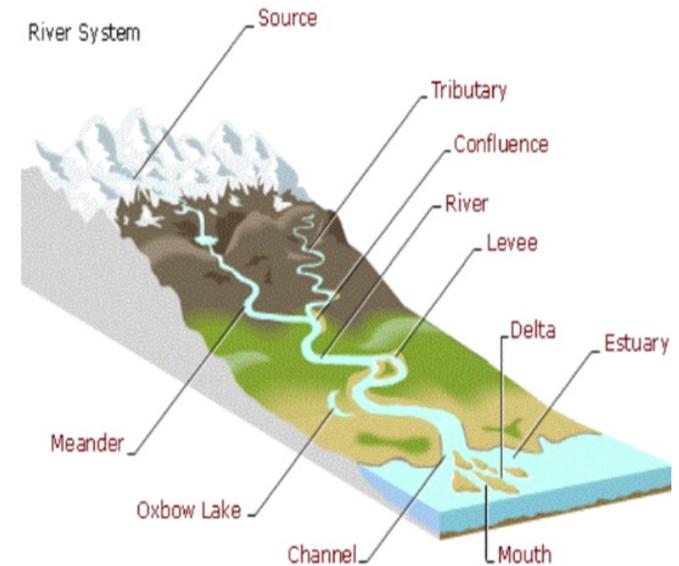


## Geography: Orange Class – Rivers and canals

### Why are the rivers and canals of Manchester so important?

#### Key facts

<b>Formation of rivers</b>	Rivers have three main sections: upper, middle and lower
<b>Features of rivers</b>	Rivers start at their source on high ground. Tributaries meet at confluences to form a river. In the middle stage rivers meander and form oxbow lakes. In the lower stages, they form a delta.
<b>River use</b>	Rivers are used by people for different reasons: for transport, industry and leisure.
<b>Three rivers of Manchester</b>	The Irwell, the Irk and the Medlock
<b>Canals</b>	A canal is a waterway made by humans. They are usually narrower and more shallow than rivers.
<b>Features of canals</b>	Canals are made for barges to travel on them. They have sections called locks to enable barges to move up and down hills. The locks have special
<b>Canal use</b>	From the 1700s to the 1900s canals were used for freight. Now they are used for leisure.
<b>Formation of canals</b>	Canals were built by people called navvies. They dug out channels in the earth and diverted water from other places to fill the canals.





## Geography: Lime Class – Mountains and Volcanoes

### Why are some mountains more active than others?

#### Key Vocabulary—Mountains

gorge	A narrow, steep-sided valley
mountain range	Single mountains joined together
Tree line	Large fall of soil or rocks down a mountainside.
erode	Slowly wear away.
altitude	Height of a mountain measured above sea level
plateau	a flat part of land high up the mountain
base	the bottom of a mountain where it meets flat ground
face	a visible section of the side of a mountain
Snow line	above this line, snow covers the mountain all year
contour	the map lines which join points that are the same height
fold	a common type of mountain formed by colliding plates
Tectonic plate	huge slabs of rock that make up part of the earth
ridge	long, narrow top connecting mountains
slope	the incline or decline on the side of a mountain
Summit	the highest point of a mountain or hill
Valley	usually a stream runs through this area between hills or mountains
outcrop	a rock formation that sticks out of the land or mountain



#### Key Places

##### Some famous mountain ranges around the world are:

- The Himalayas, Asia
- The Rocky Mountains, North America
- The Andes, South America
- The Ural Mountains, Europe
- The Alps, Europe
- The Pyrenees, Europe

##### British Mountains:

- Ben Nevis, Scotland
- Snowden, Wales
- Slieve Donard, Northern Ireland
- Scafell Pike, Lake District

#### Key Vocabulary—Volcanoes

Mantle	The layer between the crust and the
Magma	Molten (liquid) rock beneath the earth's surface.
Volcano	A vent in the earth's surface from which
Active	A volcano that has erupted recently or
Dormant	A volcano which has not erupted recently but is expected to erupt again.
Extinct	A volcano that hasn't erupted recently
Pumice	A light, porous volcanic rock formed when lava cools.
Lava	Molten rock flowing from the vent of a
Eruption	The name of the process in which solids, liquids or gases are expelled through a vent in the earth's surface.
Crust	The rocky outer layer of the earth.
core	The centre of the earth which is made of
Ash	Tiny pieces of rock or lava blasted into the air during a volcanic eruption
Vent	Openings in the Earth's crust from which



## Geography: Lime Class – Mountains and Volcanoes

### Why are some mountains more active than others?

#### Key Knowledge—Mountains

##### How mountains are formed:

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

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

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

Farmland is sometimes made by cutting steps (called) terraces) into slopes. Terraces stop rain washing away the soil and farmers can then grow food like rice and potatoes and keep sturdy animals like goats and sheep.

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

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



#### Key Knowledge—Volcanoes

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

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

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

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

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

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

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

Cone volcanoes have rock formed around the vent.



## Geography: Lime Class – European Comparison

### Would you like to live in Hamelin Town?

#### Key Vocabulary

Population	The total number of people living in a country, city or area
Capital City	The city where the government is located
Tourist	A person who travels to a place for pleasure or to explore
Landlocked	A country whose border has no access to sea
Grid reference	Numbers and letters along the edges of a map to help locate places
Land-use	What the land in a certain area is used for
Rural	Within a town or city
Suburban	On the outside of a town or city
Equator	an imaginary line around the middle of a planet halfway between the North Pole and the South Pole, at 0 degrees latitude.
Norther Hemisphere	the half of Earth that is north of the Equator
Southern Hemisphere	the half of Earth that is south of the Equator
Climate Zone	The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate.
Topographical	<b>Topography</b> describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys.



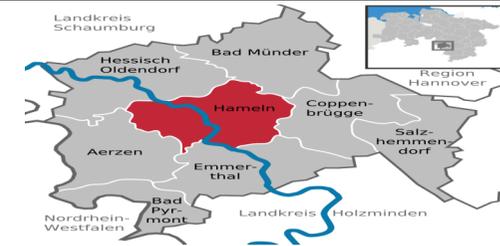
#### Hamelin Key Facts

**Hamelin** is a town on the river Weser in Lower Saxony, Germany. It is the capital of the district of Hamelin-Pyrmont and has a population of roughly 58,000. Hamelin is best known for the tale of the Pied Piper of Hamelin.

Hamelin started with a monastery, which was founded as early as 851 AD. A village grew in the neighbourhood and had become a town by the 12th century. The incident with the "Pied Piper" (see below) is said to have happened in 1284 and may be based on a true event, although somewhat different from the tale.

The town is famous for the folk tale of the Pied Piper of Hamelin, a medieval story that tells of a tragedy that befell the town in the 13th century.

#### Hamelin



Population	Approx. 58,00
Size	<b>102.3 km<sup>2</sup></b>
Language	German
Location	North Central
Land Type	Land locked





## Geography: Lime Class – European Comparison

### Would you like to live in Hamelin Town?

#### UK



Population	Approx. 66 million
Size	250,000 km <sup>2</sup>
Language	English
Countries Making the United Kingdom	England, Northern Ireland, Scotland, Wales
Capital City	London
Population of London	Appox, 9 million
Some Major Cities	London, Birmingham, Manchester, Glasgow, Newcastle, Sheffield, Liverpool
Government	Parliamentary Monarchy, Democracy
Climate	The UK has a <b>temperate climate</b> . In general, this means that Britain gets cool, wet winters and warm, wet summers. The <b>weather</b> conditions are also very changeable.
Currency	Pound Sterling



#### Germany



Population	Approx. 83 million
Size	357,386 km <sup>2</sup>
Language	German
Capital City	Berlin
Population of London	Appox, 3.7 million
Some Major Cities	Berlin, Hamburg, Munich, Cologne, Frankfurt
Government	Democratic, federal parliamentary republic.
Climate	<b>Germany's climate</b> is temperate and marine, with cold, cloudy winters and warm summers and in the south occasional warm föhn wind.
Currency	Euro



## Geography: Lilac Class – Eartquakes

### What makes the world grumble and shake?

#### Key Vocabulary—Mountains

<b>Energy</b>	a supply or source of electrical, mechanical, or other form of power
<b>Fault line</b>	a fault line is a line at the Earth's surface that marks movement between tectonic plates.
<b>Hypocentre</b>	the point within the earth where an earthquake originates.
<b>Magnitude</b>	a measure of the energy of an earthquake, specified on the Richter scale.
<b>Seismic waves</b>	the release of energy built up during an earthquake, they can cause shaking, up and down movements and loud noise.
<b>Seismograph</b>	an instrument that detects the presence of an earthquake and measures and records its magnitude.
<b>Tectonic</b>	relating to the forces that produce movement and deformation of the Earth's crust.
<b>Tremor</b>	a shaking or trembling. Caused by an earthquake.
<b>Tsunami</b>	a very large, often destructive sea wave caused by a marine earthquake or volcanic explosion.
<b>Aftershock</b>	a small earthquake or a series of small earthquakes that follows a larger one and that originates at or near the same epicenter.
<b>Foreshocks</b>	a minor earthquake that precedes a major one at the same place.
<b>Richter Scale</b>	a logarithmic scale from one to ten that is used to measure the intensity and magnitude of an earthquake.



#### Largest Earthquakes Record

1. Valdivia, Chile- 22<sup>nd</sup> May 1960 (measuring 9.5)
2. Sumatra, Indonesia- 26<sup>th</sup> December 2004 (measuring 9.3)
3. Prince William Sound, Alaska, USA- 27<sup>th</sup> March 1964 (9.2)
4. Kamchatka, USSR- 4<sup>th</sup> November 1952 (9.0)
5. Arica, Chile- 13<sup>th</sup> August 1868 (9.0)

#### Key Knowledge

Although the ground we walk on seems completely solid, the Earth is actually made up of huge pieces of flat rock called **tectonic plates**. These move very, very slowly, and places where they meet are called **faults**.

When these plates rub together, the movement forces **waves of energy** to come to the earth's surface. We feel this on the Earth's surface as an earthquake. Earthquakes can sometimes be nothing more than small tremors or shakes, but sometimes they can cause damage and devastation.

Earthquakes can make **buildings** fall down and set off **landslides**, as well as having many other deadly effects. An earthquake that occurs at the bottom of the sea can push water upwards and create massive waves called **tsunamis**.



## Geography: Lilac Class – Earthquakes

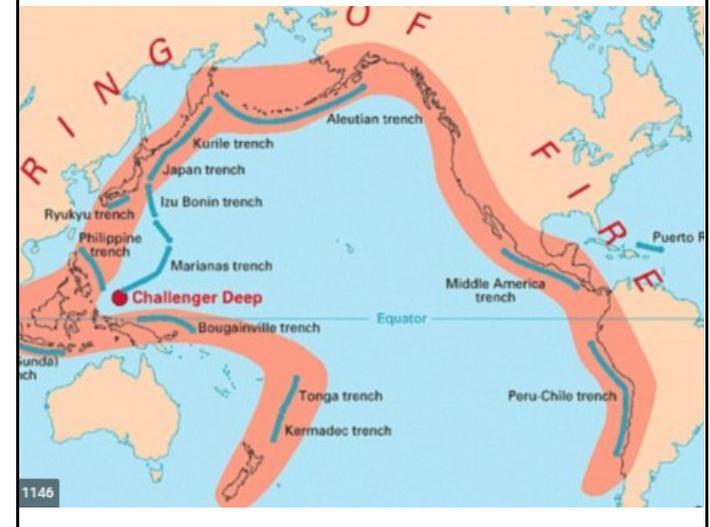
### What makes the world grumble and shake?

#### Interesting Facts

- **Earthquakes involve the powerful movement of rocks in the Earth's crust.** The rapid release of energy creates **seismic waves** that travel through the earth.
- **Seismometers** are used to measure the magnitude of earthquakes. You are unlikely to feel a magnitude 3 earthquake but magnitude 6 earthquakes could potentially cause large damage.
- A **Richter Scale** is a device that gauges the magnitude (the energy it generates) of the earthquake. It was originated by American geophysicist Charles Francis Richter.
- The **largest recorded earthquake** in the world was a magnitude 9.5 in Chile on May 22, 1960. More recently, an earthquake that hit the Tohoku region of Japan on March 11, 2011, had a magnitude of 9.0 and killed over 15,000 people.
- **Alaska** is the most earthquake-prone state in the world.
- It is important for earthquake-prone countries such as Japan to build houses and buildings that react well to earthquakes. Good **engineering** can help stop buildings collapsing under the stress of large earthquakes, for example by building structures which can 'wobble' when an earthquake hits.
- In Ancient Greece, people believed that the god of the sea, **Poseidon**, caused earthquakes. When he was angry, Poseidon would strike the ground with his trident and set off an earthquake. His unpredictable, violent behaviour earned him the nickname 'Earth-Shaker'.
- Tectonic plates move less than 3 inches (17 cm) per year. However, a **tectonic plate movement** of just 20 cm is enough to set off a major earthquake.
- Scientists think that **animals may sense weak tremors before a quake**. Other scientists think that animals may sense electrical signals set off by the shifting of underground rocks.

#### Key Knowledge

The **Ring of Fire** is the geographical area around the edges of the Pacific Ocean. It is called so because it is shaped as a horseshoe and it has more exploding, active volcanoes and earthquakes than any place on the earth. It stretches for 40,000 kilometres and has 755 of the world's volcanoes. 80% of the world's earthquakes occur in this area.





## Geography: Lilac Class – North America

### Is North America just the USA?

#### Key Vocabulary

Population	The total number of people living in a country, city or area
Capital City	The city where the government is located
Compass	an instrument for showing direction. A typical compass has a moving magnetic needle that points north
Grid References	Numbers and letters along the edges of a map to help locate places
Country	an area of land that is controlled by its own government
Trade	buying, selling or exchanging goods and services.
Human Features	Things such as language, religion, political systems, and population are examples of <b>human characteristics</b> .
Physical Features	The <b>physical characteristics</b> of a place including landforms, climate, soils, and hydrology.
Equator	An imaginary line around the middle of a planet halfway between the North Pole and the South Pole, at 0 degrees latitude.
Northern Hemisphere	The half of Earth that is north of the Equator
Southern Hemisphere	The half of Earth that is south of the Equator
Climate Zone	The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate.
Topographical	<b>Topography</b> describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys.

#### UK



Population	Approx. 66 million
Size	250,000 km <sup>2</sup>
Language	English
Countries Making the United Kingdom	England, Northern Ireland, Scotland, Wales
Currency	Sterling pounds



#### North America



Population	579 million
Size	24.71 million km <sup>2</sup>
Language	English, Spanish & French
Number of countries in North America	23
Currency	Mostly US Dollars





## Geography: Lilac Class – North America

### Is North America just the USA?

#### North America Facts

- North America is the third largest continent; it covers about 16.5% of Earth's land mass .
- How many oceans border North America? North America is bordered by three oceans the Arctic Ocean (north), the Atlantic Ocean (east) and the Pacific Ocean (south and west)
- What is the geography of North America like? The continent of North America has a wide variety of geographical features including; gigantic mountain ranges, wide, flat, grassy plains, hot dry, deserts, frozen ice caps and hot tropical regions. It is often said that North America is the only continent to experience every kind of climate!
- Famous places to visit in North America; Grand Canyon, Niagara Falls, Chichen Itza, Teotihuacan, Rocky Mountains, Mount Rushmore, the Statue of Liberty and Yellowstone National Park .
- North America is usually split into three main sub-regions Canada (located north), the United States (located centrally) and Mexico (located south) .
- The main languages spoken in North America are English, Spanish and then the French language



#### Port Antonio in Jamaica



- Port Antonio**, town, on the northeast coast of Jamaica,
- It is one of Jamaica's oldest and least-commercialized tourist resorts.
- It has the Folly Ruins, the remains of a Roman-style villa built by an American millionaire.
- It had a population of 12,285 in 13,246 in 1991. It is the island's third largest port, famous for bananas and coconuts,
- Port Antonio features a trade-wind tropical rainforest climate

#### Royton in UK

- Royton is a town in Oldham, Greater Manchester.
- Royton had a population of 21,284 in 2011 and continues to grow due to constant housing developments.
- Royton has provided evidence of ancient British, Roman and Viking activity in the area .
- Royton was the first town where a powered cotton mill was built.

#### Biomes

- The different biomes across North America
- In North America, the further north you go, the colder it becomes. (this means the climate in Canada tends to be cold and relatively snowy)
- In North America, the further south you go, the warmer it becomes. (this means the climate in Mexico tends to be hot and humid because its closer to the equator)



## Geography: Lilac Class – The United Kingdom

### Are all capital cities the same?

#### Key Vocabulary

Population	The total number of people living in a country, city or area
Capital City	The city where the government is located
Compass	an instrument for showing direction. A typical compass has a moving magnetic needle that points north
Grid References	Numbers and letters along the edges of a map to help locate places
Land-use	What the land in a certain area is used for
Human Features	Things such as language, religion, political systems, and population are examples of <b>human characteristics</b> .
Physical Features	The <b>physical characteristics</b> of a place including landforms, climate, soils, and hydrology.
Equator	An imaginary line around the middle of a planet half-way between the North Pole and the South Pole, at 0 degrees latitude.
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Climate Zone	The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate.
Topographical	<b>Topography</b> describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys.

#### UK

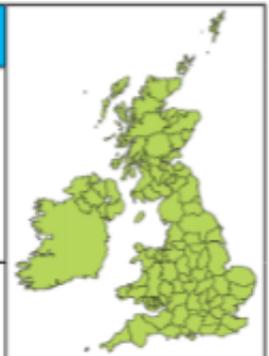
Population	Approx. 66 million
Size	250,000 km <sup>2</sup>
Language	English
Countries Making the United Kingdom	England, Northern Ireland, Scotland, Wales
Capital City	London
Population of London	Approx. 9 million
Government	Parliamentary Monarchy, Democracy
Currency	Pound Sterling



#### County

Local Governments control the local areas of **counties** and their services. These services include: Education, Transport, Policing, Public Safety, Social Care

**Counties** include: Cornwall, Swansea, Londonderry, Aberdeenshire





## Geography: Lilac Class – The United Kingdom

### Are all capital cities the same?

The UK					
Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains

### London Key Facts

- London is the capital city of England and the United Kingdom
- London is the largest city in the United Kingdom.
- London is the largest city in Europe.
- London is formed by two ancient cities – **City of London** and City of **Westminster**, both cities forming the region of **Greater London**
- The world's first public zoo first opened in 1829 in London (London Zoo)
- The exact centre of London is marked by a plaque in the Church of St Martin's -in-the-Fields overlooking **Trafalgar Square**.
- The **tallest building** in London is The Shard London Bridge - 310 meters (1,017ft) tall. It is also the 45th tallest in the world
- London is the first city to host the **Olympics** three times (1908, 1948 and 2012)

### Washington DC Key Facts

Washington is a north-western state that's home to snow-capped mountains, giant evergreens, forested islands, and even five active volcanoes.

The state's largest city, Seattle, has a buzzing music and technology scene and is famous for its coffeehouses and museums.

Capital: Olympia  
 Population: 7.5 million  
 Major Industries: Aerospace, agriculture and food manufacturing, technology, forest products  
 Lowest point: Pacific Ocean at sea level  
 Highest point: Rainier at 14,410 ft.  
 Size: 71,362 sq. miles  
 Counties: 39  
 Famous locations: Space Needle, Mount Rainier, Olympic National Park, Hoh Rain Forest, Mount St. Helens

### London



Population	8.9 million
Size	1,572 km <sup>2</sup>
Language	English
Location	Southeast
Land Type	Urban

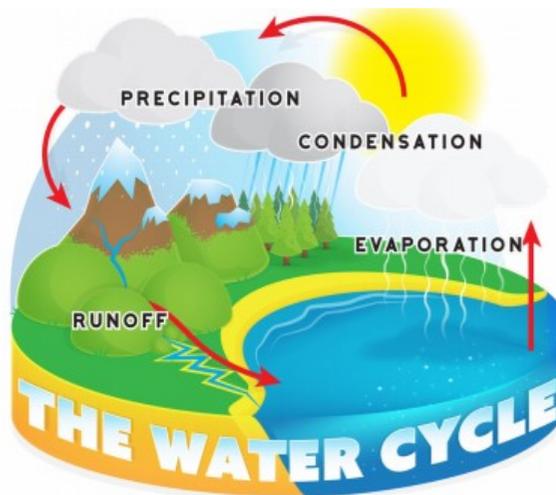


## Geography: Turquoise Class – The Water Cycle

### Will we ever see the water we drink again?

#### Key Vocabulary

Altitude	the height of something above sea level
Channel	a landform, it is the outline of the path that a
Condensation	the change of a state of matter – from gas to liquid
Confluence	the meeting of two or more streams of water
Erosion	the process of breaking things down and wearing things away, e.g. by water, wind or ice
Estuary	where the mouth of a river where fresh river water and salt sea water meet and mix
Evaporation	the change of a state of matter – from liquid
Glacier	a mass of ice that moves very slowly down
Infiltration	the process where water seeps into the ground
Peak	the top of a mountain
Percolation	the movement of rainwater through soil and
Precipitation	forms of water that fall through the sky, e.g. rain, snow, sleet etc
River	a large stream of flowing water that usually
Run-off	water that flows over the earth and does not evaporate away or filter into the ground



#### Key Vocabulary

mouth	the place where the river enters the
Scree	a pile of rock material that has eroded off a cliff and fallen to the base
source	the beginning (original) part of a river.

#### Key Places

##### Some local rivers/bodies of water:

**The River Medlock**

**The River Irk**

**The River Beal**

**Rochdale Canal**

**Old Brook**

**Dovestone Reservoir**

**Odgen Reservoir**

**Strinesdale Reservoir**

#### Key facts about rivers in the UK

**River Thames** – The Thames flows through London, the capital city, and has played a central role in British history for some 2000 years.

**River Severn** – During high tides a wall of water can travel upstream for over 25 miles. This tidal wave is known as the Severn Bore

**River Trent** – Is the third longest river in the United Kingdom. It used to be used to mark the boundary border between North and South England.



## Geography: Turquoise Class – The Water Cycle

### Will we ever see the water we drink again?

#### Key Knowledge

##### What is the water cycle?

The water cycle follows the journey of water from oceans to clouds to rain to streams to rivers and back to the oceans. The water cycle involves the scientific processes of evaporation and condensation which is also known as the 'hydrologic cycle' (hydro is Greek for water)

##### How does the water cycle work?

Energy from the sun heats up the water in our rivers, lakes and oceans.

Water evaporates into the air, turning into a gas called vapour.

The water vapour rises up into the sky where it cools.

The water vapour turns back into a liquid, forming clouds. This process is called condensation.

Eventually the water droplets in the clouds become too heavy for the air to hold them.

They fall back down to Earth as rain, snow, hail or sleet, a process known as precipitation.

The fallen precipitation is then collected in rivers that flow to the sea. This is called runoff.

The water cycle then begins again as the sun heats the water

#### Key Knowledge

##### What is a canal?

A canal is an artificial waterway constructed to allow the passage of boats or ships inland or to convey water for irrigation.

##### What is a reservoir?

A reservoir is a large natural or artificial lake used as a source of water supply.

##### What are fluvial landforms?

Fluvial landforms refer to landforms created by rivers and streams. It includes both erosional and depositional features created by these water bodies.

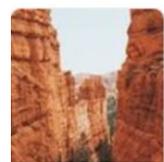
#### Types of fluvial landforms:



Stream



Lake



Canyon



River delta



Waterfall



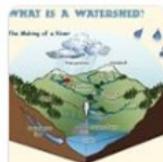
Valley



River



Oxbow lake



Drainage basin



Meander



## Geography: Turquoise Class – South America

### How diverse is life in South America?

Key Vocabulary	
Population	The total number of people living in a country, city or area
Capital City	The city where the government is located
Tourist	A person who travels to a place for pleasure or to explore
Landlocked	A country whose border has no access to sea
Grid reference	Numbers and letters along the edges of a map to help locate places
Land-use	What the land in a certain area is used for
Rural	Within a town or city
Tropics	The tropics are the region of the Earth surrounding the Equator. The tropics include all the areas on the Earth where the Sun contacts a point directly overhead at least once during
Equator	an imaginary line around the middle of a planet halfway between the North Pole and the South Pole, at 0 degrees latitude.
Norther	the half of Earth that is north of the Equator
Southern Hemisphere	the half of Earth that is south of the Equator
Climate Zone	The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate.
Topographical	<b>Topography</b> describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys.



South America	
Population	422.5 million
Size (Area)	17.84 million km <sup>2</sup>
Official Language	Portuguese and Spanish
Countries	Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela —and the overseas department of French Guiana
Government	presidential republican (most countries)
Climate	Desert , Grassland and Mediterranean .

Key Vocabulary	
Continent	any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).
Desert	a waterless, desolate area of land with little or no vegetation
Grassland	a large open area of country covered with grass, especially one used for grazing
Region	an area, especially part of a country or the world having definable characteristics but not always fixed boundaries.
Human features	created by humans, e.g. roads, houses, canals
Physical features	naturally occurring e.g. rivers, mountains
Amazon Basin	the area drained by the River Amazon and all its tributaries
Tropical	Very hot and humid
Slum	A densely populated and run down area of a city, usually associated with poverty
favela	a Brazilian shack or shanty town; a slum.





## Geography: Turquoise Class – South America

### How diverse is life in South America?

#### South America Key Facts

South America is the 4th biggest continent. The population of South America was recorded at over 387 million in 2010. The average life expectancy of a South American is 75 years.

##### South American Climate

South America is a huge continent and so the climate can vary depending on where you are. Most of South America is warm for most of the year. The climate is generally tropical so it never gets too cold but there are higher areas where it does get cold and the temperature drops below freezing. Most of South America receives plenty of rain. There are areas that receive downpours like the rainforest but there are also areas that receive little or no rain.

##### The Atacama Desert

The Atacama Desert is 600 miles long. It is the driest desert in the world despite living right next door to the Pacific Ocean! On the map to the right, the Atacama is yellow. The orange areas are arid areas, which are also severely dry.

##### The Andes

The world's longest mountain range The islands of Aruba, Bonaire and Curacao in the Caribbean Sea, off the coast of Venezuela, are the submerged peaks of the northern Andes Mountains. The highest peak of the mountain range is Aconcagua, which rises to a height of 6962m.

The Andes stretch the following countries: Argentina, Chile, Peru, Bolivia, Venezuela, Colombia and Ecuador.

The Inca built their ancient city, Machu Picchu, in the Andes.

##### Cape Horn

The most southern point of South America. The waters around Cape Horn are very dangerous, due to icebergs, strong winds and large waves. Penguins and seals live there.



#### The Amazon Key facts

##### The Amazon Rainforest

Rainforests are warm and wet areas.

The Amazon rainforest is the largest tropical rainforest in the world with over half located in Brazil.

Tribes of people still live here with no contact to the outside world.

Deforestation is still an issue in this part of the world.

It is home to roughly 2.5 million different insect species.

20% of the world's bird species live here, such as toucans, hummingbirds and the hoatzin

There are over 40,000 plant species in the rainforest.

Dangerous creatures such as cougars, jaguars and anacondas live there!

##### The Amazon River

The River is approximately 4000 miles long, mostly flowing through rainforest. It has around 200 tributaries. It begins in the Andes Mountains and is the second longest river in the world. Piranhas, anacondas and thousands of species of fish can be found here. No bridges cross the river at any point.



## Geography: Purple Class

### How do the cities that Michael travels to compare with Nagasaki?

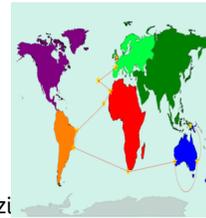
#### Kensuke's Kingdom: Key Vocabulary

adamant	refusing to be persuaded or to change one's mind
anguish	severe mental or physical pain or suffering.
binoculars	an optical instrument with a lens for each eye, used for viewing distant objects.
brackish	(of water) slightly salty, as in river estuaries
cacophany	a harsh discordant mixture of sounds.
canopy	the uppermost branches of the trees in a forest, forming a more or less continuous layer of foliage
flotsam	the wreckage of a ship or its cargo found floating on or washed up by the sea
flounder	struggle or stagger clumsily in mud or water
galley	the kitchen in a ship or aircraft
marooned	leave (someone) trapped and alone in an inaccessible place, especially an island
Nagasaki	a city on the island of Kyushu in Japan
Pacific Ocean	The Pacific Ocean is the largest and deepest of Earth's oceanic divisions. It extends from the Arctic Ocean in the north to the Southern Ocean in the south
mellifluous	of a sound) pleasingly smooth and musical to hear
outrigger	a float or secondary hull fixed parallel to a canoe or small boat to stabilize it
sextant	a sighting mechanism, used for measuring the angular distances between objects and especially for taking altitudes in navigation

#### Michael's journey aboard the

##### Peggy Sue

- Southampton - England
- A Coruña - Spain
- The Azores
- The Canary Islands
- Cape Verde Islands
- Recife - Brazil
- Rio de Janeiro - Brazil
- Cape Town- South Africa
- Perth - Australia
- Sydney - Australia
- Coral Islands



#### Kensuke's birthplace

##### Nagasaki- Japan



In the early 20th century the city became a major shipbuilding centre; it was this industry that led to Nagasaki being chosen as a target for the second atomic bomb dropped on Japan by the United States in World War II. The bomb was dropped on August 9, 1945, and destroyed the innermost portion of Nagasaki; between 60,000 and 80,000 persons were killed.

#### Some comparisons...

	Country	Continent	Population	Ave. temp.
Nagasaki	Japan	Asia	414,000	16.9 C
Southampton	England	Europe	265000	10.6 C
A Coruña	Spain	Europe	244000	14.2 C
The Azores	Portugal	Europe	247000	17.1 C
The Canary Islands	Spain	Europe	2,150,000	16.7 C
Cape Verde Islands	Independent	Africa	549000	27 C
Recife	Brazil	South America	1,700,000	25.8 C
Rio de Janeiro	Brazil	South America	6,320,000	23.2 C
Cape Town	South Africa	South Africa	4,524,000	16.9 C
Perth	Australia	Oceania	2,016,000	18.7 C
Sydney	Australia	Oceania	246,343	17.6 C

#### Why was Kensuke on the island in the Coral Sea?

When World War 2 came, Kensuke joined the Japanese Navy as a doctor, and was the sole survivor of an attack on his ship. Later, overhearing some Americans talking about the bomb that was dropped on Nagasaki, killing everyone, Kensuke decided to remain on the island after the war had ended.



## Geography: Purple Class

### How do the cities that Michael travels to compare with Nagasaki?

#### What happened in Nagasaki during World War 2?

##### Nagasaki before the atomic bomb

On August 6, 1945, during World War II (1939-45), an American B-29 bomber dropped the world's first deployed atomic bomb over the Japanese city of Hiroshima. The explosion wiped out 90 percent of the city and immediately killed 80,000 people; tens of thousands more would later die of radiation exposure. Three days later, a second B-29 dropped another A-bomb on Nagasaki, killing an estimated 40,000 people. Japan's Emperor Hirohito announced his country's unconditional surrender in World War II in a radio address on August 15, citing the devastating 'atomic bomb'.



The No. 1, Minami Bunko Dairyo, Nagasaki. 大分県立総合資料館蔵



##### Nagasaki after the atomic bomb



#### The Coral Sea Islands

Coral Sea Islands, officially Coral Sea Islands Territory, are a group of islands situated east of Queensland, Australia, in the South Pacific Ocean; they constitute an external territory

of Australia. Spread over a vast sea area of about 300,000 square miles (780,000 square km) off the outer (eastern) edge of the Great Barrier Reef, the islands themselves occupy only a few square miles of actual land area. They consist of widely scattered coral reefs and sand banks that support large populations of seabirds.

**Population:** There are no indigenous inhabitants.

There is a staff of four people at the meteorological centre on Willis Island



#### Key Vocabulary

atomic bomb	a bomb which derives its destructive power from the rapid release of nuclear energy by fission of heavy atomic nuclei, causing damage through heat, blast and radioactivity
deployed	bring into effective action.
radiation	the emission of energy as electromagnetic waves
exposure	the state of having no protection from something harmful.
unconditional surrender	a surrender in which no guarantees are given to the surrendering party
citing	refer to as evidence for, or justification of, an argument or statement
devastating	highly destructive or damaging
constitute	be (a part) of a whole
territory	an area of land under the jurisdiction of a ruler or state.
indigenous	originating or occurring naturally in a particular place; native
meteorological	relating to the branch of science concerned with the processes and phenomena of the atmosphere, especially as a means of forecasting the weather



## Geography: Purple Class

# Would Ernest Shackleton plan differently if he had to explore The Sahara Desert?

### Key Vocabulary

depot	A place where large amounts of raw materials or other supplies are needed.
rations	Having limited amount of food or supplies for each person.
compass	An instrument that you use for finding directions. An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.
frost bite	When parts of your body become damaged due to being very cold. Injury to body tissues caused by exposure to extreme cold, typically affecting the nose, fingers, or toes and often resulting in gangrene.
capsize	Be overturned in the water.
dehydration	The loss or removal of water from something. A harmful reduction in the amount of water in the body.
Chilean	A native or inhabitant of Chile.
primary source	Immediate, first-hand accounts of a topic, from people who had a direct connection with it. Archives and manuscript material, photographs, audio recordings, video recordings, films, journals, letters and diaries.
secondary source	Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. Examples of a secondary source are: Publications such as textbooks, magazine articles, book reviews, commentaries, encyclopedias, almanacs.
blizzard	A severe snowstorm with high winds.
gale	A very strong wind.
glacier	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.



Sir Ernest Shackleton

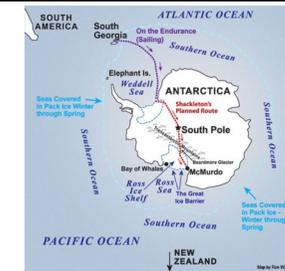


The Endurance stuck in pack ice



Shackleton travelled to Antarctica.

### Shackleton's intended route:

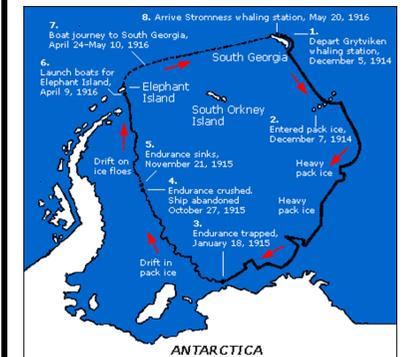


### Key Facts:

#### Ernest Shackleton and the Endurance

- 1) Sir Ernest Henry Shackleton was born on **1874** and died in **1922**.
- 2) **In August 1914** he set out to cross the South Polar Continent Antarctica.
- 6) Shackleton's crew was made of 26 men and 69 dogs. The ship was called **Endurance**.
- 7) Endurance became stuck on in the pack ice in the Weddell Sea and the men had to **evacuate**.
- 8) Endurance sank on **21st November 1915**.
- 9) They first set up a **Patience camp** but later found **Elephant Island** an ice covered Mountain Island off the coast of Antarctica.
- 10) After 16 months Shackleton took a single boat and 2 crew- members to **South Georgia** to seek help.
- 11) When they arrived in South Georgia, the trek was a struggle. They trekked across thick snow, gullies, deep crevasses and glaciers.
- 12) They arrived at a **Whaling Station** and the Chilean government sent a ship to rescue the remaining men on Elephant Island.
- 13) **No member of the crew died** during the expedition.
- 14) Shackleton was seen as a **hero** for his bravery and perseverance.

### Shackleton's actual route:





## Geography: Purple Class

### Would Ernest Shackleton plan differently if he had to explore The Sahara Desert?

#### Antarctica: Key Knowledge

Antarctica is the southernmost continent on Earth.

The South Pole is found in Antarctica.

Antarctica is surrounded by the Southern Ocean.

Antarctica is bigger than Europe and almost double the size of Australia.

Most of Antarctica is covered in ice over 1.6 kilometres thick (1 mile).

Because it experiences such little rain, Antarctica is considered a desert.

The coldest recorded temperature on Earth occurred in 1983 at Vostok Station, Antarctica, measuring a rather chilly  $-89.2^{\circ}\text{C}$  ( $-128.6^{\circ}\text{F}$ ).

While humans don't permanently reside in Antarctica, several thousand people live and work at various research facilities found on the continent.

While Antarctica features harsh living conditions, a number of plants and animals have adapted to survive and call the icy continent home.

Well known animals that live in Antarctica include penguins and seals.

The name 'Antarctica' comes from a Greek word meaning 'opposite to the north'.

Around 90% of the ice on Earth is found in Antarctica.

Sea levels would rise around 60m (200ft) if all the ice in Antarctica were to melt.



#### The Sahara Desert: Key Knowledge

The Sahara Desert is huge. It covers an area of 3,629,360 square miles and is still growing. From east to west it is 4,800 miles long and from north to south it is 1,118 miles wide. If the Sahara were a country it would be the fifth largest country in the world. Larger than Brazil and only slightly smaller than the United States.

The Sahara Desert is one of the most consistently hottest places on Earth. The average temperature during the summer months is between  $100.4^{\circ}\text{F}$  ( $38^{\circ}\text{C}$ ) and  $114.8^{\circ}\text{F}$  ( $46^{\circ}\text{C}$ ). In some areas the temperature can exceed  $120^{\circ}\text{F}$  for several days in a row.

The word "Sahara" is the Arabic word for desert.

The Sahara used to be a lush region with many plants and animals. It began to dry up around 4000 years ago due to a gradual change in the tilt of the Earth's orbit.

The highest point in the Sahara Desert is the volcano Emi Koussi in Chad. Its peak is 11,302 feet above sea level.

Despite its large size, only around 2.5 million people live in the Sahara Desert.

The most common language spoken in the Sahara is Arabic.



#### Landforms of the Sahara Desert:

The Sahara Desert is made up of several different types of landforms including:

**Dunes** - Dunes are hills made of sand. Some dunes in the Sahara can reach over 500 feet tall.

**Ergs** - Ergs are large areas of sand. They are sometimes called sand seas.

**Regs** - Regs are flat plains that are covered with sand and hard gravel.

**Hamadas** - Hamadas are hard and barren rocky plateaus.

**Salt Flats** - A flat area of land covered with sand, gravel, and salt.

