

Geography Curriculum

Year 1 to Year 6

Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Seasons – Autumn The UK Our school	Seasons – Autumn The UK Local Area	Seasons – Spring The UK Countries of the UK and London	Seasons – Spring The UK Exploring Spring in the environment	Seasons – Summer The UK Farming	Seasons – Summer World Volcanoes
Year 1	The UK Local Area – Human and Physical Features	The UK Local Area - Maps		The UK The North West of England Coasts	World Continents and Oceans	World Biomes
Year 2	The UK North West of England Local Study		The UK London Physical and Human Features.		North America USA	
Year 3	The UK Maps		Europe Italy	World Natural Disasters		North America and Europe Polar Regions
Year 4	North America Central America and Mexico		South America The Amazon Rainforest	Europe Greece (Short Topic)	The UK The North West of England (Short Topic)	North America California
Year 5		South America Mountains		The UK River Water Cycle		Europe Scandinavia
Year 6	The UK National Parks		Europe Eastern Europe		South America Galapagos Islands	North America Texas/Louisiana

Autumn Term

Year 1

Year 1 Term 1	Unit Title: The UK – Local Area – Human and Physical Features Key Knowledge Content Aims of the Unit of Work: <ol style="list-style-type: none">1. To understand what a settlement is and how types of settlement differ.2. To understand that we live in Oldham, which is a town in England.3. To know what human and physical features are.4. To identify the human and physical features in the local area. Outcome: A presentation of human and physical features.
Context of Study	
<p>This unit of work will build upon the foundations of geographical learning from Reception. Children will build upon their locational knowledge of school and their route to school, where they are able to describe places in the local area and use geographical vocabulary to describe human and physical features of London. Children will build on their fieldwork and observational skills from the seasons unit of work when making observations of the local environment. Children will have the opportunity to recap their learning from the Farm unit of work including locational knowledge and vocabulary.</p> <p>This unit of work is designed to develop a solid foundation of geography curriculum by giving the children a basic understanding of key geographical concepts, vocabulary and knowledge to harness critical thinking and enquiry around their local environment for the units of work in Year 2; The UK – Study of the North West and London – Physical and Human Features.</p>	
Key Concepts of the Unit	
<p>Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in.</p> <p>Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.</p>	
NC Objectives	Key Knowledge and Vocabulary
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to	<u>Settlements</u> Know that settlement are places where people live and sometimes work. Know that there are different types of settlement. Know that a hamlet is a very small settlement with only a small amount of houses usually without a church. Know that a village is a small group of houses and other buildings, such as a school, post office and a church and that it is smaller than a town.

<p>human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Know that a town is a place where people live and work and consists of many houses, shops, places of work and entertainment which is usually bigger than a village but smaller than a city.</p> <p>Know that a city is the largest type of settlement consisting of lots of buildings and people. They usually have hospitals, shops, offices, universities, many houses and a cathedral.</p> <p><u>Location of Oldham</u></p> <p>Know that the settlement we live in is called Oldham.</p> <p>Know that Oldham is a town.</p> <p>Know that Oldham is bigger than a village but smaller than a city.</p> <p>Know that Oldham is near the city of Manchester.</p> <p>Know that Oldham is in England.</p> <p>Know that England is a country.</p> <p>Know that England is a country with in The UK.</p> <p><u>Human and Physical Features in the Local Area</u></p> <p>Know that in the world there are things made by humans and these are called human features.</p> <p>Know that in the world there are things NOT made by humans and these are called physical features.</p> <p>Know that school is a human feature as it was made by humans.</p> <p>Know that there are human and physical features found in our local area.</p> <p>Know that Queens Road consists of: roads, street lights, houses, church, railings and bowling club are all human features.</p> <p>Know that Crossley Playing Fields consists of these physical features: grass, trees flowers and these human features, line markings paths and railings.</p> <p>Know that within Oldham there are both human and physical features.</p> <p>Know that come human features with in Oldham are: houses, shops, roads, cinema, restaurant and schools.</p> <p>Know that some physical features within Oldham are fields, hills, river and countryside.</p> <p><u>Rural and Urban</u></p> <p>Know that areas where only a few people live are called rural areas.</p> <p>Know that hamlets and villages are found in rural areas.</p> <p>Know that rural areas have many physical features such as: beaches, forests, hills, rivers, fields, trees</p> <p>Know that rural areas have less human features.</p> <p>Know that areas with lots of people are called urban areas.</p> <p>Know that urban areas have lots of human features, such as; houses, shops, roads, cinemas, restaurants and schools.</p> <p>Know that urban areas have less physical features.</p>
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<p>Year 1 Term 2</p>	<p>Unit Title: The UK – Local Area - Maps Key Knowledge Content Aims of the Unit of Work:</p> <ol style="list-style-type: none"> 1. To understand the basic principles of maps. 2. To understand a map’s purpose and how to use it. 3. To review human and physical features in the local area. <p>End of unit outcome: To participate in fieldwork and identify human and physical features in the local area.</p>
<p>Context of Study</p>	
<p>This unit revisits the key concepts of The UK unit from Year 1 where the children were identifying human and physical features. It will allow children to apply their knowledge from the last unit of work and prepare them for Year 2 where they will identify key human and physical features found in London. It will too prepare them for Year 3 where they will be looking at map of the UK in more detail. Children will have the opportunity to develop their geographical skills by participating in local fieldwork and observations, which will underpin their geographical knowledge throughout school by teaching them to read maps and use field work to study their environment.</p>	
<p>Key Concepts of the Unit</p>	
<p>Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in. Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop. Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.</p>	
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p><u>Maps</u> Know that a map shows you what an area looks like from an aerial view Understand that aerial view means to look from above. Aerial comes from the Latin word ‘aerius’ which means high in the air Understand that human and physical features may sometimes look different from an aerial view. Know that maps are used to give us information about an area or location. Know that location means where something is. Know that symbols are used to represent human and physical features on a map and show their location in an area. Know that a key is needed on a map to explain what the symbols show. Know the following OS Map symbols – road, footpath, railway station, train track, parking, place of worship, school, post office, trees, river.</p>

<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Know that a map usually has a compass. Know the compass directions: North, South, East and West. Understand directional language: left, right, forward, backward, near, far.</p> <p><u>Human and Physical Features in Local Area</u> Use maps to revise key human and physical features of the local area. Identify human and physical features in the local area. Human features: houses, place of worship, roads, schools, restaurant. Physical features: fields, trees, hills, rivers and countryside.</p> <p><u>Fieldwork</u> Know that we use fieldwork to observe an area. Know to observe means to look at something ourselves. Know which human and physical features to look out for in our local area. (review YR1 T1) Identify human and physical features in our local area. Know why it is important to record the information found during the fieldwork. Know how to record information collected during our fieldwork.</p> <p><u>Seasons – Science/Geography</u> Know that there are 4 seasons – Autumn, Winter, Spring and Summer. Know that the seasons occur in a cycle. Know that the duration of a season is: Autumn – 23rd September – 21st December Winter – 21st December – 20th March Spring – 20th March – 21st June Summer – 21st June 23rd September</p> <p>Know how the environment changes during each season. Autumn – Leaves change colour and fall from deciduous trees, harvest time, some birds migrate. Winter – Some animals hibernate throughout winter e.g hedgehogs and squirrels. Water can turn to ice (discuss temperature) and many plants stop growing. Spring – Flowers begin to grow, associated with rebirth and growth. Some baby animals are born (lambing season) Summer – Flowers and tree are in bloom.</p> <p>Know the weather patterns associated with each season: Autumn – Temperatures begin to decrease and may become overcast. Winter – This is the coldest time of year, snow, frosty mornings, sleet, blizzard and hail. Spring – temperature begins to increase and warm up.</p>
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	<p>Summer – Hottest time of the year, sunshine, mostly dry but may experience some thunderstorms.</p> <p>Know that the length of daylight varies: Winter – shortest amount of daylight. Summer – longest amount of daylight.</p> <p>Know that in the UK the longest day is June 21st (Summer Solstice) and the shortest is December 21st (Winter Solstice). Know that there is equal daylight and night time at the spring Equinox (around March 20th) and the Autumn Equinox (around 22nd September).</p>
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Year 2

Year 2 Term 1	<p>Unit Title: The UK – North West of England Local Study</p> <p>Key Knowledge Content</p> <p>Aims of the Unit of Work:</p> <ol style="list-style-type: none"> 1. To understand that the UK is divided up into counties. 2. To know the counties in the North West of England and that they live in the county of Greater Manchester. 3. To understand key geographical areas, cities and landmarks in the North West of England. 4. To apply knowledge of human and physical features to a wider area of the UK. <p>End of unit Outcome: A discussion to compare the human and physical features of Manchester and the Lake District.</p>
Context of Study	
<p>Children will build on the knowledge and understanding from Year 1 where they studied the region if where they live. The children will be given the opportunity to revise human and physical features of the local area and apply it to a wider region of the UK.</p> <p>The work on the Bridgewater canal will give the children a vital foundation for Year 4 when they study the impact of the Industrial Revolution of the geography of Manchester and the North West. When looking at the Lake District aspect of this unit, it will provide a precursor for their unit in Year 6 when they will study the area of the Lake District in much more detail.</p>	
Key Concepts of the Unit	
<p>Region – to understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area.</p> <p>Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in.</p> <p>Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	

Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.

NC Objectives

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Identify the characteristics of the United Kingdom and its surrounding seas.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Key Knowledge and Vocabulary

Knowledge Content

Know that we live in a country called England.

Know that England is split up into **counties**.

Understand that a county is an area of the UK which consists of different settlements – hamlets, villages, towns and cities.

Know that each county has its own **council**, who is responsible for services such as: education, health, policing and transport.

Know that there are 48 counties in England.

Know that the counties in the North West are:

Cheshire

Cumbria

Lancashire

Greater Manchester

Merseyside.

Know how to locate these counties on a map of the UK.

Know that Oldham is located in the county of Greater Manchester.



Cities

Know that city is the largest type of settlement, containing lots of buildings.

Know that cities usually have hospitals, shops, offices, universities, many houses and a cathedral. (Review Yr1, T1)

Know that the biggest cities in the North West are **Carlisle, Chester, Liverpool and Manchester.**

Know how to locate these cities on a map of the North West.
Know that Manchester is the closest city to Oldham.
Know these important landmarks and be able to identify them from photographs:

Manchester Town Hall

This is the headquarters of Manchester City Council.



Beetham Tower

This is one of the tallest buildings in Manchester and is an iconic building in the Manchester **skyline**. It has a hotel and flats inside.



Manchester Central Library

This is a library in Manchester.



The Printworks

This was once a newspaper printing house for over 100 years. It is now home to restaurants and a cinema.



Urbis
 This is a modern building which is home to the National Football Museum and restaurants.



Old Trafford Stadium
 This is the football ground for Manchester United Football Club.



The City of Manchester Stadium
 It is the football ground for Manchester City Football Club, also known as The Etihad.



Know that these landmarks are **human features** because they are made by humans.

The River Mersey and the Bridgewater Canal

Know that the River Mersey and the Bridgewater Canal both go through Greater Manchester and Merseyside.

Know that they are both waterways.

Know that there are differences between the two:

The River Mersey	The Bridgewater Canal
Is a river	Is a canal
Physical feature – rivers are created naturally NOT by people.	Human feature – canals are created by humans.

Deeper and wider than a canal.	Shallower and narrower than rivers.
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Know that canals are man-made rivers used to transport items.

Know that before canals were used to transport items by long boats and canal barges before we had roads and motorways.

Know that canals have changed over time and that they aren't used to transport goods anymore because we now have lorries that can travel on our roads and motorways.

Know that canals and barges are mostly used for **leisure**.

Know that the Bridgewater Canal and the River Mersey have been affected by pollution.

Know that pollution is litter, smoke and chemicals are introduced into the environment and are harmful to humans, plants and animals.

Know that this pollution have affected the Bridgewater Canal and the River Mersey and that plants and animals find it difficult to survive there.

Know that it is important to look after and protect our environment.

Know that we can do this by not throwing litter on the floor and recycling.

Know that since the 1980's people have worked hard to clean up the Bridgewater Canal and the River Mersey and that plants and animals have return to the waterways.

National Parks

Know that a **National Park** is a protected area because of its wildlife, beautiful countryside or cultural heritage.

Know that there are 15 National Parks in the UK.

Know that National Parks welcome visitors to enjoy the beautiful areas.

Know that the **Lake District** is located in the North West of England.

Know that the Lake District is made up of mountains and lakes.

Know that the Lake District is home to:

- The highest mountain in England – Scafell Pike
- The deepest lake in England – Wastwater
- The largest lake in England – Lake Windermere

Know that **tourism** is very important in the Lake District.

Know that they have over 16 million visitors every year who come to walk, cycle, run or just to look at the incredible scenery.

Know that visitors must look after the Lake District and protect the environment.

Know that they can do this by not throwing their litter on the floor and respect the plant and animals in the environment.



Year 3

<p>Year 3 Term 1</p>	<p>Unit Title: UK - Maps Key Knowledge Content Aims of the Unit of Work:</p> <ol style="list-style-type: none"> 1. To understand the purpose of maps. 2. To know there are different types of maps and how to read them. 3. To apply this knowledge to reading maps independently. <p>End of Unit Outcome: To create an imaginary map using key concepts of the unit of work.</p>
<p>Context of Study</p>	
<p>This unit of work will build on the key concepts studied across EYFS and KS1. Pupils will use and apply their knowledge of maps studied in Year 1 whilst applying their knowledge of human and physical features across the UK in both Year 1 and Year 2 units of work on the local area and London. This unit of work will be imperative in the development of skill in enabling them to access the entire geography curriculum in KS2. As part of the National Curriculum, pupils will be expected to use maps, atlases and globes to locate countries and describe features whilst using an eight point compass.</p>	
<p>Key Concepts of the Unit</p>	
<p>Region – to understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area. Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in. Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	

Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop.

Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.

NC Objectives	Key Knowledge and Vocabulary
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts,</p>	<p><u>Knowledge Content</u></p> <p><u>Maps</u></p> <p>Know that the Earth looks like a sphere from space. Know that the Earth is made up of water and land. Know that a globe is used as a model of the Earth. Know that a globe shows how the land on Earth is split into 7 continents. Know the names of the continents are; Africa, Asia, Antarctica, Europe, North America, South America and Oceania (Australia). Know the location of each continent on a globe and world map. Know that continents are split into countries.</p> <p>Know that maps are a useful tool to help people find their way to and from a particular location. Know that maps help to plan routes from one place to another or to find a particular human or physical feature. Know that they are much easier to use and carry around than a globe. Know that there is much more detail can be added to a map. Know that a map can show the whole world, a single country, town or village. Know that a maps can be a single piece of paper or multiple maps can be put into a book called an atlas. Know that maps can be on a piece of paper or on a digital device, such as mobile phone, tablet or computer Know that maps were hand-drawn by taking careful measurements of the group, in the past. Know that a map is a 2D drawing of an area. Know that today computers show photographs taken from space by satellites and joined together to create detailed images called aerial photographs. Know that a bird’s eye view is where you look at an area from above. Know that different types of maps are used for different things, depending on whether you are walking, driving or flying somewhere.</p> <p><u>Reading Maps</u></p> <p>Compass points</p> <p>Know that the top of most maps is north. Know that a compass can be used to find which direction north is. Know the eight points of a compass: North, East, South, West, North East, South East, South West, North West. Know that the needle on a compass always points north to make it easier to know which direction things are.</p>

rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Scales

Know that maps are not drawn the same size as the ground, as this would be far too big, instead they are drawn at a smaller scale.

Know that **scale** is the relationship between distance on the map and distance in real life.

Know that a scale is used to show how much smaller the map is compared to real life. For example, 1:50000 means that 1cm on the map represents 50000cm or 0.5km in real-life.

Grid References

Know that **grid references** tell you where something is on a map.

Know that there are two parts to a grid reference.

Know that the first letter or number tells you how far across the map something is.

Know that the second letter or number tells you how far up the map something is.

Know that the grid lines on a map are all numbered so you can find specific areas on a map.

Know that **Eastings** are numbers that run from left to right.

Know that **Northings** run from south to north.

Know that a **four-figure grid reference** uses 2 digits of the easting and 2 digits of the northing.

Know that a four-figure grid reference is always given for the bottom left hand corner of the square.

Know that you always write the Eastings before the Northing.

Know that four-figure grid references are used to locate a grid square on the map.

Know that it makes it easier to find particular features on a map.

Know that we can use **six-figure grid references** to find an exact location within a grid square.

Know that a six-figure grid reference is more accurate than a four-figure grid reference.

Know that a six-figure grid reference is adding an extra number to the Easting and Northing to be more precise.

Know that it helps us to find features within a grid square.

Keys and Symbols

Know that symbols are used on a map to represent human and physical features located in an area.

Know that a key is used to explain the symbols.

Recap OS Map symbols: road, footpath, railway station, train track, parking, place of worship, school, post office, trees, river, green space.

Know the following OS Map symbols: motorway, campsite, viewpoint, picnic site, light house.

Know that a key is needed to explain the symbols.

Know how to apply skills to draw a map of the local area using relevant OS symbols.

Contours

Know that some maps contain **contour lines**.

	<p>Know that contour lines are lines that show high and low areas of land. Know that when contour lines are close together, the land is steep. Know that when the contour lines are further apart the land is flatter. Know that sometimes areas of land with different height is shown with different colours. – a key is used to explain this.</p> <p><u>Using Atlases</u> Know that an atlas is a collection of maps within a book. Know that there are different types of maps within an atlas. Know that an index is used to look for specific locations within an atlas. Know that an index is at the back of the atlas and it lists locations in alphabetical order. Know that each location in the index has a page number to direct you to its page in the atlas.</p>
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Year 4

Year 4 Term 1	<p>Unit Title: North America – Central America and Mexico Key Knowledge Content Aims of the Unit of Work: 1. To understand where Central America and Mexico are located and know the physical and human features of the region. 2. To know where Ancient Maya Civilisation settled and how they traded their goods.</p> <p>End of unit outcome: Explain how the physical features of the environment led to Maya settlements.</p>
Context of Study	
<p>Children will have studied North America twice since Year 2. They will have focused on Alabama in the USA and the polar regions of Canada. This unit will expand pupils’ understanding of North America, highlighting how it spans from the Arctic Circle to the Equator. Pupils will have a clear understanding of physical and human features from previous year groups and will apply this to the location of Central America. Pupils will also study the geography of Ancient Maya settlements, which supports their learning in history.</p>	
Key Concepts of the Unit	
<p>Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in.</p> <p>Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.</p>	

Climate – to understand that climate is the weather in a location over a long period of time. Climate can vary depending on the location’s proximity to the equator. The closer a location is to the equator, the hotter it is and the closer a location is to the poles the cooler it is. Climate has a significant impact on the environment of a location.

Biomes – to understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biomes an area is.

Resources – Understand that natural resources are all the land, forest, energy sources and minerals existing naturally in a place that can be used by people. Some of these natural resources are not renewable, meaning that if they aren’t used sustainably, they will run out. Some countries have other resources that aren’t natural such as wealth and labour.

Development – understand that human development is where people change an environment to meet their needs. There are different kinds of development including; farming, manufacturing, and buildings. Development is good for humans, but can sometimes damage the natural environment causing problems for animals and vegetation.

Sustainability – understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Sustainability is very important in protecting our planet for: animals, plants and future generations.

NC Objectives	Key Knowledge and Vocabulary
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of 	<p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Australia and Antarctica.</p> <p>Know that Central America and Mexico are located in the south of North America.</p> <p>Know that there are 23 countries in North America.</p> <p>Know the location of North America on a map of the world.</p> <p>Know the Central America is a collection of 7 countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.</p> <p>Know that Mexico is a country in North America.</p> <p>Know the location of: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama and Mexico and identify them on a map of the world.</p> <p>Know that there are 5 oceans and identify them on a map of the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>Know that Mexico and Central America have the Pacific Ocean to the west and the Atlantic Ocean to the east.</p> <p><u>Physical Features</u></p> <p>Climate</p> <p>Know that Mexico and Central America are located close to the Equator, which influences their climate.</p> <p>Know that Mexico and Central America’s climate is humid and tropical with clear dry and rainy seasons throughout the region.</p> <p><u>Biomes</u></p> <p>Know that Mexico and Central America are made up of tropical and desert biomes.</p> <p>Know that tropical rainforest biomes are located near the Equator, meaning they are always hot.</p> <p>Know that tropical rainforests are wet and are home to half of the world’s plants and animals.</p> <p>Know that desert biomes are also near the Equator and are very dry and hot.</p>

Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical Geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of

Know that not many animals and plants are able to live here due to its hot and dry conditions.

Know that deserts are the driest biome.

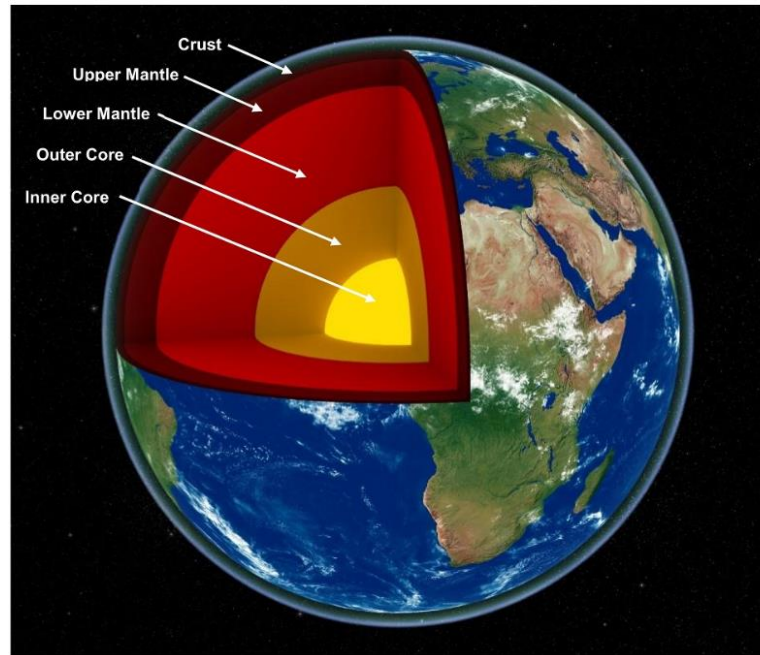
Know that cacti, rattlesnakes, lizards and owls are some of the living things found in desert biomes.

Pacific Ring of Fire

Know that the **Pacific Ring of Fire** is a horseshoe-shaped line around the edge of the Pacific Ocean where 75% of the world's volcanoes are found and 90% of the world's earthquakes occur.

Know that Mexico and Central America are located on the Pacific Ring of Fire.

Know that the Earth is made up of different layers.



Know that the **crust** is made up of different pieces called **plate tectonics**.

Know that these plates fit together like a jigsaw and are constantly moving, although very slowly.

Know that the edges of the plates, where two plates meet are called **fault lines**.

Know that the Pacific Ring of Fire is located along a fault line.

Know that when the edge of these plates rub together it can cause sudden movements which can lead to earth tremors or **earthquakes**.

Know that an earthquake is a sudden, violent shaking of the ground.

Know that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the earth, sometimes burst out.

settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Know that volcanoes occur along fault lines, where different plates meet.

Farming

Know that Mexico and Central America are excellent locations for growing crops.

Know that volcanoes create fertile soil, which helps crops to grow.

Know that the combination of **fertile**, volcanic soil and the warm, tropical climate creates the perfect conditions for growing crops such as: coffee and bananas.

Know that farming can have a negative impact on the local environment.

Know that in desert regions farm animals are eating all the grass and shrubs, which is destroying the habitats of the wild animals.

Know that rainforests have been chopped down to make room for the growing of crops.

Know that although farming can have a negative impact on the local environment, many poor people are reliant on farming for their livelihoods.

Know that governments in Mexico and Central America are trying to support people to farm in a way which will protect the land.

Human Features

Language

Know that most of the countries in Mexico and Central America speak Spanish.

Know that Spanish is a language which comes from Spain, Europe.

Know that Spanish is widely spoken in Mexico and Central America as lots of Spanish people are settled there.

Population

Know that most of the **population** of Mexico and Central America are located within the cities.

Know that Mexico City, Mexico has the largest population of any city in North America.

Know that Mexico City has a population of around 9 million people.

Panama Canal

Know that canals are man-made rivers used to transport items and goods.

Know that the Panama Canal goes the entire width of the country of Panama.

Know that the purpose of the canal is to connect the Atlantic and Pacific Oceans.

Know that the Panama Canal saves ships from sailing 6500km around South America to get from one ocean to the other.

Ancient Maya Civilisation

Know that the Mayas lived in the continent of North America.

Know that the Maya Civilisation spanned over several North American countries: **Mexico, Belize, El Salvador, Guatemala and Honduras.**

Know the locations of and plot these Maya cities on a map: **Chichen Itza and Tikal.**

Know that Maya towns and cities developed as travellers **settled** where food and water were plentiful.

	<p>Know that water was needed for drinking and a source of food from the fish living in the rivers, so early settlements were often located near sources of food and water.</p> <p>Know that there were many volcanoes in this area which provide very fertile soil for growing crops.</p> <p>Know that these natural resources are still used in modern day.</p> <p>Know that settlements change over time, depending on the needs of people.</p> <p>Know that in Maya times, settlements were basic with huts, temples and monuments.</p> <p>Know that in Maya times, settlements developed in areas with natural resources that were beneficial to farming.</p> <p>Know that in Maya times land was used to farm crops.</p> <p>Know that today, settlements have developed to include a range of infrastructures which humans require.</p> <p>Know that in Central America today there are many town and cities, with roads connecting them.</p> <p>Know that fertile land is still used for farming today, as farming is a key industry in Central America.</p> <p><u>Trade</u></p> <p>Know that trade is the activity of buying, selling or exchanging goods or services between people, companies or countries.</p> <p>Know that the Mayas traded amongst themselves because each city state did not have all the resources necessary for everyday life.</p> <p>Know that they traded scraps of gold and copper metals and they bought and sold finished crafts such as jewellery, clothing, weapons and tools.</p> <p>Know that Mayas traded between cities trekking through the forest to reach their destination.</p> <p>Know that Maya began to make paved paths through some parts of the forest to make trade easier.</p> <p>Know that goods were exported to Mexico where Aztec people had settled.</p> <p>Know that the sea was the easiest way for Maya traders to transport goods.</p> <p>Know that they travelled in large wooden canoes around the coast.</p> <p>Know that the Maya did not have a currency such as coins and banknotes like we do, so they would swap things for another.</p> <p>Know that sometimes they would use cocoa beans like money as they were extremely valuable to the Mayas.</p> <p>Know that in modern day, people living in these regions still trade goods.</p> <p>Know that they utilise the fertile soil to grow crops which they sell to the wider world.</p> <p>Know that we still use trade in modern day, although it has become more sophisticated and goods are sold for money.</p>
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Year 5

<p>Year 5 Term 2</p>	<p>Unit Title: South America – Mountains</p> <p>Key Knowledge Content</p> <p>Aims of the Unit of Work</p> <ol style="list-style-type: none"> 1. To understand where South America and the Andes mountain range is located. 2. To understand how mountains are formed though the movement of plate tectonics. 3. To understand the human and physical geography of a region.
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Aims of the Unit of Work: Explain how mountains are formed.	
Context of Study	
This unit of work follows on from a number of references to mountain and mountainous regions across Year 2, 3 and 4. Children will have had the opportunity to study the landscape of North America and Italy and explored the mountainous regions in these areas. They will have previously learnt about plate tectonics in the natural disasters unit in Year 3 and the North American unit in Year 4, which will support the foundations of learning for this unit on mountains.	
Key Concepts of the Unit	
<p>Environment – to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in.</p> <p>Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Settlement – to know that a settlement is a place where people come to live and built their homes and other amenities. To understand there are different types of settlements and they may have different functions.</p> <p>Climate – to understand that climate is the weather in a location over a long period of time. Climate can vary depending on the location’s proximity to the equator. The closer a location is to the equator, the hotter it is and the closer a location is to the poles the cooler it is. Climate has a significant impact on the environment of a location.</p> <p>Landform – to understand that a landform is a natural feature of the Earth’s surface. To understand that landforms can be formed by plate tectonics moving, such as mountains and hills, and by erosion from water, such as valleys, cliffs and caves.</p>	
NC Objectives	Key Knowledge and Vocabulary
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to	<p>Know that any rugged outcrop of rock that is over 600 metres (2000 feet) in height above sea level is called a mountain.</p> <p>Know that the highest mountain in the UK is Ben Nevis at 1344 metres, located in Scotland.</p> <p>Know that the highest mountain in Wales is Snowdon at 1085 metres.</p> <p>Know that the highest mountain in England is Scafell Pike in the Lake District at 978 metres.</p> <p>Know that the highest mountain in Northern Ireland is Slieve Donard in County Down at 852 metres.</p> <p>Know that the highest mountain on land is Mount Everest at 8848 metres.</p> <p>Know that mountains can also have their base under the sea, the tallest of which is the volcano Mauna Kea in Hawaii at 10,203 metres.</p> <p>Know that mountains are formed in several different ways:</p> <ul style="list-style-type: none"> - the collision of two tectonic plates - the faulting and folding of rocks - the eruption of volcanoes <p>Know that the surface of the Earth is made up of large plates called tectonic plates.</p>

enhance their locational and place knowledge.

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical Geography

- describe and understand key aspects of:
 - physical geography, including: climate

Know that these plates ride on red-hot molten **magma** but move so slowly that we rarely notice their movement.

Know that these plates slip and **collide**, resulting in **earthquakes**.

Know that over millions of years, the continuous pressure of the plates **colliding** can cause them to lift and fold upwards to form mountains.

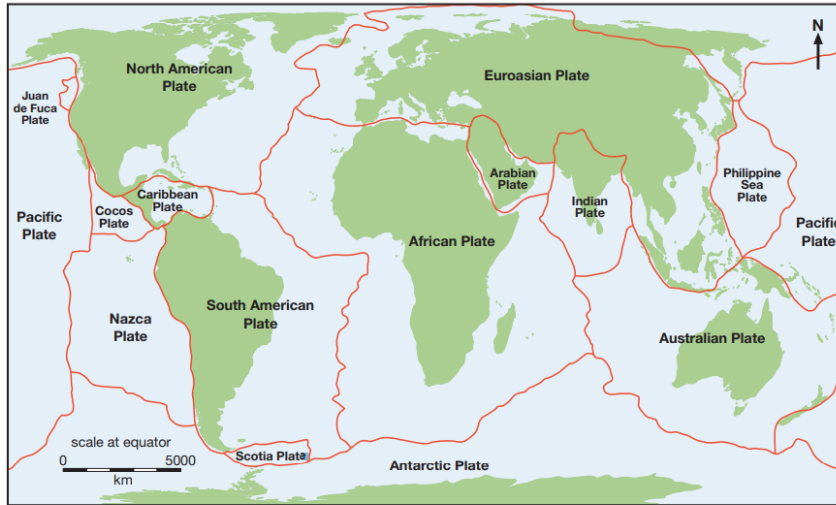


Figure 1: The continental or tectonic plates.

layers lifting and folding upwards creating **mountain ranges** topped by individual peaks.

Know that many mountain ranges are formed in this way, including the **Alps**, the **Andes** and the **Himalayas**.

Know that most mountains are found in ranges.

Know that the longest mountain range is the Andes at 8000 km long.

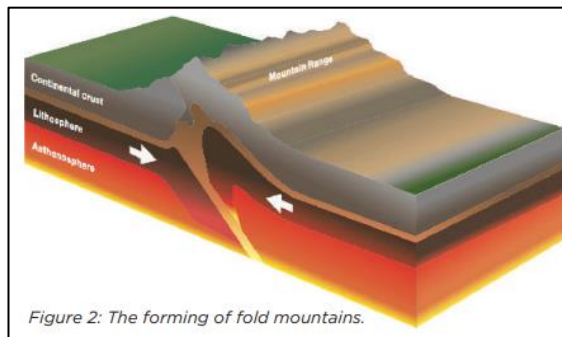


Figure 2: The forming of fold mountains.

Know that a **fold mountain** is formed by plate

Know that tectonic plates can create up or down pressures on Earth's surface, causing rocks to shatter, creating large faults in the rock material.

zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Know that when the pressure of tectonic plates pushes upwards it causes the formation of **block mountains**.

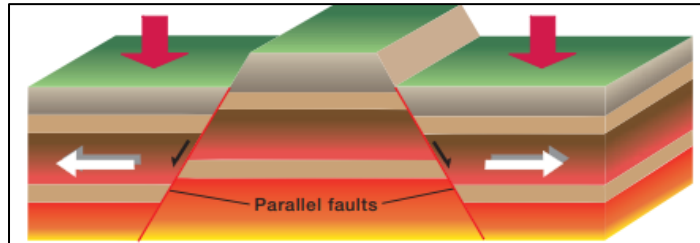


Figure 3: The forming of block mountains.

Know that **rift valleys** are formed when slabs of rock slip downwards, which usually happens when the rock is softer in certain areas.

Know that softer rock in these areas is gradually **eroded** to leave very sheer **cliffs** on the rock face.

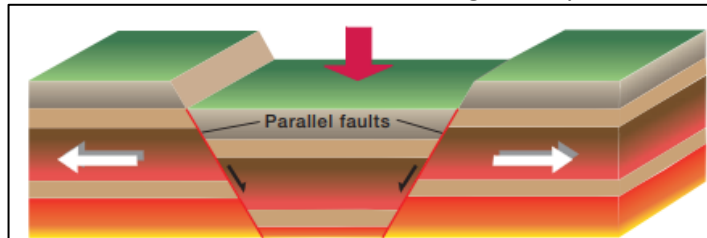


Figure 4: The forming of rift valleys.

Weathering and Erosion

Know that **weathering** is the gradual wearing away of rock by rain, ice, wind, rivers and glaciers.

Know that **erosion** is the removal of the weathered remains from the surface.

Know that the softest rock is the first to erode, while the harder rock survives longer and eventually creates the shape and form of a mountain.

Know that over millions of years the mild acidic content of rain will slowly wear away the rock. Water trapped in the cracks and **fissures** of rock **expands** when it freezes and the expanding pressure can crack the surrounding rock.

Know that rivers made up of rain water falling on mountains can carve valleys and waterfalls.

Know that rivers pick up and carry smaller rocks and as the river flows down the mountain more of the mountain wears away.

Glaciers

Know that **glaciers** are very slow moving masses of compacted ice and snow and can scour the sides of mountains with collected rubble, made up of fractures rick buried in their layers of ice.

Know that the force of glaciers can create mountain peaks called **horns**.

Know that **corries** are ice-scooped basins that occur where a glacier has scooped out a section of mountain.

Know that **corries** often remain as lakes after the glacier had disappeared.
Know that **U shaped valleys** are created when a glacier **scours** the sides and bottom of a valley, changing it from a **V shaped valley** formed by a river, to a rounded U shape.
Know that an **Arête** is formed when two adjacent glaciers create two U shaped valleys, leaving a narrow ridge of rock between.

Weather and Temperature

Know that mountain **climates** can be very **changeable**, with shifts of weather from sunshine to heavy rain, **sleet** and snow in a single day.

Know that clouds can form quickly over mountains, increasing the amount of rain that falls and changing the temperature and wind level suddenly.

Know that the height of a mountain can create changes in the wind; as moving air warmed by the land rises to get over the top of the mountain it meets cold air and as a result the wind speed increases.

Know that temperatures on a mountain can vary enormously and the higher you climb the colder it gets.

Know that on average for every 150 metres you ascend it becomes one degree colder.

Mountain Environment

Know that a mountain can have a significantly variable range of environments, which are dependent on the variation of soil level, the amount of exposure of wind and rain and the height of the mountain.

Know that alpine plants are of a type of plant that has adapted to mountain climates, grow above the tree line.

Know that the tree line is the point at which tree can not grow due to poor rocky soils and lack of soil depth.

Know that the snow line is the point at which snow will remain on the ground throughout the whole year.

Know that valleys in mountainous areas can offer good land for pasture and for farming and many animals have adapted to mountain living, from bears and lions, to deer and goats.

Know that mountains attract many visitors, who visit during winter for outdoor activities such as skiing and snowboarding and in summer walking and cycling are popular.

Know that hotels and resorts on mountains create employment for the local community.

The Andes

Know that the Andes is a mountain range found in **South America**.

Know that the Andes is also called Cordillera de Los Andes or Los Andes in Spanish.

Know that the Andes Mountains stretch from north to south along the entire western side of South America

Know that the Andes is the longest mountain range in the world at 8000 km long.

Know that the Andes Mountains cross 7 different countries: **Argentina, Bolivia, Chile, Colombia, Ecuador, Peru and Venezuela**.

Know that the highest peak in the Andes is **Mount Aconcagua** at 6,959 metres located on the border of **Argentina and Chile**.



Know that people settled in the Andes over 10,000 years ago.

Know that Indian peoples like the **Inca** began creating cities in high valleys and built roads through mountain passes.

Know that most people who live in the Andes are involved in farming.

Know that maize, potato and barley are important crops for people living in the Andes.

Know that most crops grown in the **region** are used in its locality, but some are **exported**.

Know that tobacco, cotton and coffee are the main export crops.

Know that more people are now being **employed** in the **mining** industry in the region.

Know that the Andean region is one of the world's richest sources of **minerals**.

Know that **copper, iron, tin, lead, silver, gold, platinum** and **emeralds** are all found in the region.

Know that vehicles are not much use to the people of the Andes due to the **arduous terrain**. People usually walk or use llamas.

Know that the **climate** in the Andes, varies greatly depending on location and **altitude**.

Know that the southern section is rainy and cool.

Know that the central Andes is dry.

Know that the northern Andes are typically rainy and warm with an average temperature of 18 degrees Celsius.

Year 6

Year 6 Term 1	Unit Title: The UK – National Parks Key Knowledge Content Aims of the Unit of Work: <ol style="list-style-type: none">1. To know what a National Park is and where they are located in the UK.2. To know some features of a National Park.3. To compare two National Parks: The Lake District and Pembrokeshire.4. Understand the impact of tourism on our National Parks and how sustainable tourism can help protect the environment. End of Unit Outcome: Discussion – Is tourism beneficial for the UK’s National Parks?
Context of Study	
This unit will focus on the National Parks in the UK. They will extend their knowledge from Year 2, where they focused on the Lake District. Pupils will be given an overview of all UK National Parks and whilst focusing and comparing the Lake District and Pembrokeshire Coast. Pupils will gain a deeper understanding of the positives and negatives of tourism on the environment, following on from the work in Year 2, and explore how sustainable tourism can help protect the environment. This will give pupils an insight to prepare them for their unit on the Galapagos Islands in term 5.	
Key Concepts of the Unit	
Environment: - to understand that the environment is everything around us. It consists of the air, water and land in which people, animals and plants live. To understand that living things are affected by their environment and can also affect the environment they live in. Physical Features – to understand that physical features are natural feature found in the environment. Such features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Human Features – to understand that human feature are features found in the environment which are made by humans. Such features include: city, town, village, factory, farm, house, office, port, harbour and shop. Sustainability - Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.	
NC Objectives	Key Knowledge and Vocabulary

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Geography of UK

Know that we live in England, a country in the **UK**.

Know that the UK is made up of 4 countries: **England, Northern Ireland, Scotland** and **Wales**.

Know and locate the 4 countries of the UK.

Know that people from England are known as **English**, people from Northern Ireland are known as **Irish**, people from Wales are known as **Welsh** and people from Scotland are known as **Scottish**.

Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea** and **The Atlantic Ocean**.

Know that the UK is located in **Europe**.

Maps

Know that high and low areas of land are represented using different colours.

Know that a key is used on a map to show the height of the land.

Know that **topography** means the physical appearance of the natural features of an area of land.

Know how to use a topographical map of the UK.

Know that the topography of an areas has an impact on the landscape and environment.

Know that many areas of Northern and Western England, Scotland and Wales have areas of high elevation.

Know that the areas of high elevation are known as mountainous.

Know that South and Eastern England are areas of low elevation – they are flatter areas of lowland.



UK National Parks

Know that there are 15 National Parks in the UK.

Know that a National Park is a protected areas because of its wildlife, beautiful countryside or cultural heritage.

Know that National Park welcome visitors so that people can enjoy these areas.

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Know that in England there are 10 National Parks, 3 in Wales and 2 in Scotland.

Know where the National Parks are located on a map of the UK.

Know some features of UK National Parks:

- Scenery and landscapes of great natural beauty – **geography**.
- Rich and varied plant and animal life – **biodiversity**.
- Archaeological remains and places, events and people of historical importance – **heritage**.
- People living and working in communities with strong local traditions and distinctive ways of life – **culture**.

Features of UK National Parks

High Elevation National Parks			Low Elevation National Parks		
England			England		
National Park	Location	Features	National Park	Location	Features
Dartmoor	South-West England	Wild open moorlands, iconic granite tors, rich coloured rivers. Heather-covered moors and wooded valleys.	The Broads	South-East England	UK's waterland National Park with over 200km of waterways, over a quarter of the UK's rarest wildlife.
Exmoor	South-West England	Expansive moorlands, woodland valleys, rolling hills and dramatic coastline.	New Forest	South England	Woodlands, wild heatherlands and roaming ponies.
Lake District	North-West England	High mountains and deep glacial lakes. England's highest mountain is found here – Scarfell Pike.	South Downs	South England	White cliffs, rolling green and gold hills, ancient woodland and lowland heaths.
Northumberland	North-East England	Wide open moorland, covered in purple heather. Hadrian's Wall is found here.			
North York Moors	North-East England	Wide open moorland, covered in purple heather			

		with coastline along the North Sea.			
Peak District	Central England	A contrasting landscape made up of rugged, rocky moorlands and grassy limestone dales.			
Yorkshire Dales	North England	Heather cover hills and rolling green valleys.			
<u>Wales</u>			<u>Wales</u>		
<u>National Park</u>	<u>Location</u>	<u>Features</u>	<u>National Park</u>	<u>Location</u>	<u>Features</u>
Brecon Beacons	South Wales	Mountain ranges, hills and valleys	Pembrokeshire Coast	South Wales	Limestone cliffs, golden beaches and hilly volcanic headlands. UK's only fully coastal National Park.
Snowdonia	North Wales	Mountain ranges, hills and valleys. It contains the highest mountain in wales – Mount Snowdon.			
<u>Scotland</u>			<u>Scotland</u>		
<u>National Park</u>	<u>Location</u>	<u>Features</u>	<u>National Park</u>	<u>Location</u>	<u>Features</u>
Cairngorms	North-East Scotland	UK's largest National Park and UK's highest mountain range. UK's highest mountain is found here – Ben Nevis			
Loch Lomond and The Trossachs	North-West Scotland	Lochs, forests, and mountain ranges. UK's largest lake is found here – Loch Neagh			

The Lake District

Know that the Lake District is located in the North West of England in the county of Cumbria.

Know that the Lake District is England's largest National Park and covers 2362 square km.

Know that the Lake District is made up of lots of mountains and lakes.

Know that the Lake District also includes 26 miles of coastline and estuaries.

Physical Features

Mountains

Know that the environment in the Lake District is very mountainous and is famous for its mountains

Know that England's highest mountain is found in the Lake District – **Scarfell Pike**.

Lakes

Know that the Lake District has over 14 lakes.

Know that the Lake District's volcanic rock does not allow water to seep away.

Know that high rainfall, combined with steep glacial valleys, means that the valleys are able to store large volumes of water

Know that the Lake District contains the location in England that has the most rainfall: **Seathwaite**.

Know that in Seathwaite the average annual rainfall is 3552mm.

Know that the deepest lake in England is found in the Lake District – **Wastwater**.

Know that the largest lake in England is found in the Lake District – **Lake Windermere**.

Woodland

Know that there are many wooded areas in the Lake District.

Know that woodlands are areas with many trees.

Know that the woodlands provide habitats for native English wildlife.

Wildlife

Know that the red squirrel is an **endangered** animal which can be found in the Lake District.

Know that the Lake District is home to other rare wildlife including: red deer, the Peregrine falcon, Arctic Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys.

Climate Change

Know that due to climate change the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.

Know that due to this, the Lake District has recently experiences some extreme weather.

Know that extreme weather can damage the local environment:

- damage to woodland during stormy weather, affecting woodland habitats
- certain species of plants may not survive due to the changing weather
- drying peat, releases carbon into the atmosphere
- falling water levels in the lakes during warmer months

Human Features

Tourism

Know that in the Lake District, **tourism** is very important.

Know that the Lake District has over 16 million visitors every year who come to walk, cycle, run, boat or just to look and the natural environment.

Know that tourism is the main source of income for Lake District economy.

Know that tourism brings great benefits to the area – visitors spend money on accommodation, food and leisure activities and indirectly support other businesses such as wholesalers and the building trade.

Communities

Know that around 40,000 people live within the boundaries of the National Park.

Know that those who live in the Lake District National Park, and call it their permanent home, face challenges too:

- Locals whose incomes are directly linked to tourism, such as hotel owners, rely on visitors coming to the park throughout the year.
- During the busier summer months, parking can become an issue for many local people.
- As the Lake District National Park is such a beautiful place, people want to buy holiday homes here. This pushes up house prices and makes it more difficult for local people to afford their own homes.
- Around 15% of homes in the Lake District are holiday homes, which has a negative impact on local shops and businesses when they are not occupied.

Pembrokeshire

Know that Pembrokeshire is located in South Wales.

Know that it's the only fully coastal National Park in the UK.

Know that the Pembrokeshire Coast is one of the smallest in the UK's National Parks.

Physical Features

Coast

Know that Pembrokeshire is home to beautiful beaches, cliffs, harbours and coves.

Know that the length of the Pembrokeshire coastline is 420km.

Know that there is a 300km coast path, which people can walk along.

Know that Pembrokeshire is home to more Blue Flag beaches than any other county.

Wildlife

Know the Pembrokeshire coast is unspoiled and untouched by modern living and farming, so it provided an ideal home for many **native** species that have disappeared from other parts of the UK.

Know that rare birds such as choughs, skylarks and stonechat choose the coastal heathland to make their home.

Know that bats and many birds species hunt along the lines of twisting hedgerows as they are rich with wildflowers.

Know that Atlantic grey seals give birth on the shores and dolphins or porpoises play in the water.
 Know that some animals visit the Pembrokeshire Coast at certain times of the year: basking sharks, orcas, blue sharks, sunfish, various jellyfish, turtles and Risso's dolphins.

Human Features

Tourism

Know that Pembrokeshire is too a popular destination for tourists.
 Know that tourists are attracted to the unspoilt scenery, beautiful landscape and wildlife.
 Know that tourists enjoy relaxing on the sandy beaches, kayaking up the Daugleddau Estuary or go coasteering along the rugged coastline.
 Know that visitors are of great benefit to Pembrokeshire and tourism is an important part of the local economy. The money they spend can help protect and enhance the scenery and wildlife of the areas, while jobs are created to cater for visitors' needs.

Communities

Know that around 22,000 people live within the Pembrokeshire National Park.

Comparing the Lake District and Pembrokeshire

	Lake District	Pembrokeshire
Size	The largest National Park	One of the smallest of the UK's National Parks
Landscape	Mountains, lakes and woodlands	Beaches, coastal paths and rivers
Wildlife	Red squirrels, red deer, the Peregrine falcon, Arctive Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys	rare birds such as choughs, skylarks and stonechat. Bats, Atlantic grey seals, dolphins, porpoises, basking sharks, orcas, blue sharks, sunfish, various jellyfish, turtles and Risso's dolphins

Tourism in National Parks

Know that National Parks attract many visitors each year.
 Know that there can be both positive and negative impacts of tourism.

Positives	Negatives
<ul style="list-style-type: none"> - Tourists spend money which supports the local economy - Improved transport services for the tourists also benefits the locals. - Some money made from tourism can go back into conserving the National Park. - Jobs are created for local people. 	<ul style="list-style-type: none"> - Increased litter and pollution can occur. - Traffic congestion is common at holiday time. - Footpath erosion is caused by high numbers of tourists. - Local environments and habitats can be damaged by high numbers of visitors. - Work within the tourist industry is seasonal.

Sustainable Tourism

Know that National Parks are trying to encourage tourism that will have less of an impact on the environment, this is called **sustainable tourism**.

Know that in the National Parks, people are encouraged to think carefully about their visits and the impact this could have on the local environments.

Know that there are ways in which we can support sustainable tourism.

- Learning about the people and culture of the place being visited
- Being environmentally friendly while on holiday
- Supporting a local charity while on holiday

