Geography

Geography Progression

Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		**Recall** to someone my address. **Identify** the four countries making up the United Kingdom. **Recall** some of the main towns and cities in the United Kingdom. I**dentify** where the equator, north pole and south pole are on a globe or atlas. **Recall** a few towns in the south and north of the UK.	**Recall** the continents of the world and find them in an atlas. **Recall** the world's oceans and find them in an atlas. **Recall** the major cities of England, Wales, Scotland and Ireland. **Identify** where I live on a map of the UK. **Identify** some of the world's major rivers and mountain ranges.
Place Knowledge	Talk about what they see, using a wide vocabulary.	Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences	**Describe** what I like about my locality. **Categorise** things I like and don't like. **Describe** a locality using words and pictures.	**Categorise** what I like and don't like about my locality and another locality like the seaside. **Describe** some places which are not near the school. Give **reasons** about what makes a locality special. **Describe** a place outside Europe using geographical

		and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.		words. **Recognise** and **describe** some of the features associated with an island. **Describe** the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. I**dentify** what facilities a town or village might need.
Human & Physical Processes	Begin to understand the need to respect and care for the natural environment and all living things. Show interest in different occupations. Continue to develop positive attitudes about the differences between people.	Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	**Compare/contrast** the main features of a hot and cold place. **Describe** how the weather changes with each season. **Recall** information about the weather. **Categorise** clothes for living in a very hot or a very cold place. **Recall** information about the people who live in hot and cold places. Give **reasons** about why I would wear different clothes	**Describe** some physical features of my own locality. **Describe** some human features of my own locality, such as the jobs people do. **Compare/contrast** the jobs people do in different parts of the world. **Identify** ways that people spoil the environment. **Identify** ways that people try to make the area better. **Describe** how the weather

			at different times of the year. **Identify** key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'. **Identify** key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'. **Recognise** different jobs that people living in my area might do.	affects different people.
Geographical Skills		Explore the natural world around them. Draw information from a simple map. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants.	Answer some questions by **selecting** different resources, such as books, the internet and atlases. **Select** a few relevant questions to ask about a locality. **Observe** and keep a weather chart. Answer questions by **observing** a weather chart. Make **speculations** about what the weather may be like later in the day or tomorrow.	Label a diagram or photograph by **selecting** some geographical words Find out about a locality by **observing** different sources of evidence. Find out about a locality by **selecting** and asking some relevant questions to someone else. Make inferences by **observing** a weather chart. **Speculate** about what the weather may be like in

				different parts of the world. **Identify** the longest and shortest route using a map. Use a map, photographs, film or plan to **describe** a **contrasting** locality outside Europe. **Identify** out the North, South, East and West associated with maps and compass.
Geographical Themes (Schemata)			**Location, Location, Location** Hot and Cold Countries Where we live **Active Earth** Seasons and weather	**Location, Location, Location** Journey Around the World Wonders of the World **Trade and Agriculture** Where Food Comes From

	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Recall** a number of countries in the Northern Hemisphere. **Recall** the names of and locate some of the world's most famous volcanoes. **Recall** the names of and locate some well-known European countries. **Recall** the names of capital cities of neighbouring European countries, and locate them. **Recall** the names of the two largest seas around Europe.	**Identify the** Tropic of Cancer and the Tropic of Capricorn. **Categorise** the countries that make up the European Union. **Identify** up to six cities in the UK and locate them on a map. **Recognise** and name some of the main islands that surround the UK. **Classify** the areas of origin of the main ethnic groups in the UK & in my school. **Identify** the counties that make up the home counties of London. **Identify** some of the main towns and cities in Yorkshire and Lancashire.	**Observe** and **describe** land use. **Identify** and locate many of the world's major rivers on maps. **Classify** and locate many of the world's most famous mountain regions on maps. **Identify** and locate the USA and Canada on a world map and atlas. **Identify** and name the main countries in South America on a world map and atlas. **Recognise** the climate of a given country according to its location on the map.	Map land use and **justify** with my own criteria. **Recall** the largest desert in the world. **Recognise** and **identify** and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. **Identify** the main canals that link different continents. **Identify** the main lines of latitude and meridian of longitude.
Place Knowledge	**Explain** why a place is like it is. **Compare and contrast** the lives of people living in the Mediterranean and my own. **Identify** the Mediterranean and **explain** why it is a	**Compare and contrast** between the British Isles, Great Britain and UK. **Describe** the main physical differences between cities and villages. **Reason/ speculate** how a	**Explain** why many cities of the world are situated by rivers. Make **informed conclusions** as to how a location fits into its wider geographical location; with reference to physical	Make **reasoned judgements** about how some places are similar and others are different in relation to their human features. Make **reasoned judgements about** how

	popular holiday destination.	locality has changed over time with reference to human features.	features. Make **reasoned judgements** about how a location fits into its wider geographical location; with reference to human and economical features.	some places are similar and others are different in relation to their physical features. **Compare** and **critique** population data on two settlements and report on findings and questions raised.
Human & Physical Processes	**Demonstrate my understanding** of how volcanoes are created. **Demonstrate my understanding** of how earthquakes are created. Use correct geographical words to **describe** a place and the events that happen there. Confidently **classify** physical features in a locality, using **observations**. **Empathise** and give **reasoned judgements** about how volcanoes have an impact on people's lives. Confidently **classify** human features in a locality, using **observations**. **Explain** why a locality has certain human features.	**Describe** the main features of a well-known city. **Describe** the main features of a village. Make **reasoned judgements** as to why people are attracted to live in cities. Make **reasoned judgements** as to why people may choose to live in a village rather than a city. **Observe** different views about an environmental issue and explain my own. **Recognise** different ways that a locality could be changed and improved. **Explain** how a locality has changed over time with reference to physical features.	**Explain** how the water cycle works. **Explain** why water is such a valuable commodity. **Empathise** with why people are attracted to live by rivers. **Reason / speculate** what a place might be like in the future, taking account of issues impacting on human features. **Reason and speculate** what a place (open to environmental and physical change) might be like in the future taking account of physical features. Make **reasoned judgements** about the ways in which humans have both improved and damaged the environment.	**Describe** the physical features of different places around the world. **Describe** the human features of different places around the world. **Explain** how the time zones work. **Explain** the term sustainable development. **Evaluate** how human activity has caused an environment to change.

	Demonstrate understanding of different weather in different parts of the world, especially Europe. **Explain** why a locality has certain physical features. **Explain** how people's lives vary due to weather.	**Explain** and **empathise** with how people are trying to manage their environment.		
Geographical Skills	**Identify** key features of a locality by using a map. Use 4 figure grid references to **describe** or **identify** a location. **Recognise** the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) and plot NSEW **Select** some basic OS map symbols. Use maps and atlases appropriately by i**dentifying** and **selecting** information from the contents and indexes. **Demonstrate understanding** about how long it would take to get to a given destination taking account of the mode of transport.	**Select** information and carry out a survey to discover features of cities and villages. **Recognise** the same place on a globe and in an atlas. **Identify** the same features on an aerial photograph as on a map. **Sequence** a journey to a place in England. Accurately **select, measure** and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.). **Select** and use symbols to represent different physical features on a map. Give accurate measurements and	**Select** information about a place and use it in a report. **Justify** answers to my own geographical questions. **Synthesise** detailed sketches and plans; improving my accuracy later. **Recall** and **sequence** a journey to a place in another part of the world, taking account of distance and time. **Sequence** an accurate itinerary detailing a journey to another part of the world.	Confidently **explain** scale and use maps with a range of scales. **Select** the best way to collect information needed and decide the most appropriate units of measure. Make careful measurements and **evaluate** the data. **Apply** knowledge of OS maps to answer questions. Use maps, aerial photos, plans and web resources to make **informed conclusions** about what a locality might be like. **Apply** a 6 figure grid reference. Create sketch maps when

		compare/ contrast between 2 given places within the UK.		**observing** during a field study. **Recognise** key symbols used on ordnance survey maps. Use a range of self-**selected** resources to answer questions. **Synthesise** information to plan a journey to another part of the world which takes account of time zones.
Geographical Themes (Schemata)	**Location, Location, Location** Where We Are On Earth **Trade and Agriculture** Mediterranean **Active Earth** Volcanoes and Earthquakes	**Active Earth** Earth's Water Climate Around the World **Location, Location, Location** America	**Location, Location, Location** Alps The Amazon **Active Earth** Our Changing Country	**Active Earth** Saving the World **Trade and Agriculture** Global Trade **Location, Location, Location** Africa

Geography Progression

Knowledge

Year 1: Hot and Cold Countries knowledge

- A continent is a very large piece of land, partly or completely surrounded by water. It is not like an island, however.
- Great Britain is an island.
- Continent names: Europe, Africa, North America, South America, Oceania, Asia and Antarctica.
- Antarctica is often missed on the world map.
- An Emperor penguin is the only large animal to remain on the Antarctic mainland throughout its bitterly inhospitable winter –temperatures fall to minus 80! Once the female has laid her egg, she leaves the male to incubate it. He stands for two months with the egg on his feet!
- The egg is kept warm by a thick fold of skin that hangs from the belly.
- A huge continent, Asia has many different countries in it: China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan (These are the most populous Asian countries)
- The countries stretch from the equator where it is hottest and wettest, right up to the Arctic where it's very cold and icy!
- Some animals change where they live because they like living in cities near people, because there is shelter and food. The red fox is an example of this type of animal. This animal lives all over the UK and Asia, and has spread quickly.
- Red pandas are not like this - they are very shy and secretive creatures. Some animals in these countries can hide themselves easily because there are big areas where few people live.
- Giant pandas have huge and powerful jaw muscles which allow them to crush bamboo stems, but also carefully roll it just as carefully as we might hold a pencil between our fingers and thumbs. They know exactly where every bamboo grove is in the neighbourhood and eats for twice as long as we are at school, every day!
- The oceans: Arctic, Atlantic, Indian, Pacific and Southern.
- The continent of Oceania is a great place to spot whale sharks, especially in a place called the Ningaloo Reef off the central west coast of Australia. Whale sharks travel there every March and April, and stay until June to have their young.
- Whale sharks are harmless and are filter feeders – to eat, they suck in water and then filter out the plankton and small fish in this water. They prefer warm water and can be found in all tropical seas in the ocean waters surrounding the equator - water here is much warmer than that further north and south.
- Just like we have wildlife parks to protect areas in this country, in Australia there are underwater parks which help to protect wildlife like whale sharks.
- A similar 'shark' can be found off the coast of Cornwall and NW Scotland during the summer – the basking shark. Just like the whale shark, it feeds on plankton and swims around the sea with its mouth wide open. These are the second biggest fish in the world and baby ones can be as big as a motorbike
- There are even high mountains under the sea.
- Look at animals related to India: lions, a lioness and her cubs, elephants and calves, giraffes, and hippopotamuses.
- Some animals like elephants might travel a long distance every year but they rarely leave the country they are born in. Remember the whale shark though. It goes on amazing journeys in the ocean for thousands of miles for food and to have babies.
- A swallow is a bird that would fit into the palm of our hands!
  Swallows love summer, they travel a very long distance to have two every year.
- Many birds fly south to warmer places when it gets too cold during our winter.

Significant person: Marco Polo

Marco Polowas born in Venice, Italy in 1254. Venice was a wealthy trading city and Marco's father was a merchant. Marco Polo was a merchant and explorer who travelled throughout the Far East and China for much of his life. His stories were the basis for what much of Europe knew about Ancient China for many years. He lived from 1254 to 1324. Marco first left for China when he was 17 years old. He travelled there with his father and uncle. It took him 3 years to get to China.

Year 1: Seasons and Weather Knowledge

- Seasons are caused because of the Earth's changing relationship to the Sun. The Earth travels around the Sun, called an orbit, once a year or every 365 days. As the Earth orbits the Sun, the amount of sunlight each location on the planet gets every day changes slightly. This change causes the seasons. For half of the year the Earth is tilted such that the North Pole is more pointed towards the Sun. For the other half the South Pole is pointed at the Sun. When the North Pole is angled toward the Sun, the days on the northern part of the planet (north of the equator) get more sunlight or longer days and shorter nights. With longer days the northern hemisphere heats up and gets summer. As the year progresses, the Earth's tilt changes to where the North Pole is pointing away from the Sun producing winter.
- For this reason, seasons north of the Equator are the opposite of seasons south of the Equator. When it's winter in Europe and the United States, it will be summer in Brazil and Australia. Not only does the Earth revolve around the Sun every year, but the Earth rotates on its axis every 24 hours. This is what we call a day. However, the Earth doesn't rotate in a straight up and down manner relative to the Sun. It is slightly tilted. In scientific terms, the Earth is tilted 23.5 degrees from its orbital plane with the Sun.
- We divide up the year into four seasons: spring, summer, autumn, and winter. Each season lasts 3 months with summer being the warmest season, winter being the coldest, and spring and autumn lying in between.
- The seasons have a lot of impact on what happens on the earth. In the spring, animals are born and plants come back to life. Summer is hot and is when kids are usually out of school and we take vacations to the beach. Often crops are harvested at the end of the summer. In autumn the leaves change colours and fall off the trees and school starts again. Winter is cold and it snows in many places. Some animals, like bears, hibernate in the winter while other animals, like birds, migrate to warmer climates.
- Weather is the day-to-day conditions of the atmosphere (or air) in a particular place. It is part of our everyday lives and very often determines what we do, what we wear and even what we eat.
- The climate of the UK. The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers.
- The UK is often associated with rain, but this is because the weather can be unpredictable. The rain doesn't come all in one season – it can come at any time of year, and on any day.
- When water falls from clouds it's called precipitation. This can be rain, snow, sleet, or hail. Rain forms from the water cycle. The sun heats up water on the Earth's surface. Water evaporates into vapour and travels into the atmosphere. As more and more water condenses, clouds form. Eventually water droplets in clouds become large and heavy enough that gravity pulls them back to the ground in the form of rain.
- We get snow when the temperature is below freezing and small ice crystals stick together to form snowflakes. Each snow flake is unique making no two snowflakes exactly alike. Hail generally gets formed in large thunderstorms where balls of ice get blown several times up into the cold atmosphere. Each time another layer of water on the ball of ice gets frozen making the ball larger and larger until it finally falls to the ground.
- Lightning is a very bright flash of electricity that happens in a thunderstorm. The flash is actually a spark that crosses the gap between two clouds or between a cloud and the earth. The spark is caused by a negative charge of electricity in the clouds meeting a positive charge of electricity in the falling raindrops.
- Clouds are made by a system of evaporation and condensation. In the air there is a certain amount of water vapour, which you cannot see. When water in a kettle boils it begins to evaporate, which means that it turns into steam and is absorbed into the air. If you hold a cold plate above the steam as it is coming out of the kettle, the steam condenses and turns back into water.
- Cumulus - Cumulus clouds are the big puffy white clouds. They look like floating cotton. Sometimes they can turn into cumulonimbus or tall towering cumulus clouds. These clouds are thunderstorm clouds.
- Cirrus - Cirrus clouds are high, thin clouds made of ice crystals. They generally mean good weather is on the way.
- Stratus - Stratus clouds are the low flat and large clouds that tend to cover the entire sky. They give us those "overcast" days and can drop light rain called drizzle.
- Fog - Fog is a cloud that forms right at the surface of the Earth. Fog can make it very hard to see and dangerous for driving a car, landing a plane, or piloting a ship.
- Wind is the result of air moving around in the atmosphere. Wind is caused by differences in air pressure. Cool air is heavier than hot air. A lot of cool air will create an area of high pressure. A lot of hot air will create an area of low pressure. When areas of low pressure and high pressure meet, the air will want to move from the high pressure area to the low pressure area. This creates wind. The larger the difference in temperature between the two areas of pressure, the faster the wind will blow.
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Significant person: Christopher Wren

Christopher Wren was born on the 8 March 1723 and was one of the most highly acclaimed English architects in history, as well as an anatomist, astronomer, geometer, and mathematician-physicist. In Britain, in 1662, two scientists called Christopher Wren and Robert Hooke worked together to invent a special type of rain gauge. The rain gauge could measure how fast the rain falls as well as how much rain falls.

Year 1: Where We Live Knowledge

- Great Lever is mainly a residential suburb of Bolton in Greater Manchester, England.
- Historically within Lancashire, it is about 2 ½ miles (4.0 km) south of Bolton town centre and the same distance north of Farnworth.
- Population: 14,457 (2011.Ward)
- Great Lever has many shops and services serving the local community including a post office, butcher's, chemist and a GP surgery.
- The district has several nursing homes and is served by frequent bus routes running to Bolton town centre, Farnworth and the Royal Bolton Hospital.
- The ward population taken at the 2011 census was 14,467
- On Green Lane are two large public houses: Southfield's, a pub and restaurant with tennis courts and grassland, and the Brooklyn with a bowling green. Both were houses built for local mill owners.
- Bolton Council approved planning permission to knock down the Grade II listed mill in 2016 and build new houses.
- Great Lever has a park on Green Lane, on the opposite side of Green Lane from the park are the grounds of Bolton Cricket Club. The two conjoined Doe Hey Reservoirs are used for private fishing.
- Will Hill Brook, which drains into the Doe Hey Reservoirs, forms the southern boundary between Great Lever and Farnworth.
- Primary schools in Great Lever include Clarendon primary, Bishop Bridgeman CE Primary School, Essa Primary School, Lever Edge Primary Academy, St Michael's CE Primary School, SS Simon and Jude CE Primary School and St William of York RC Primary School. There are also numerous play-centres for pre-school children.
- The main secondary school in the area is Essa Academy for pupils aged 11 to 16.
- photographs: restaurant, supermarket, place of worship, major buildings, bus/tram stop or station, hospital, high street, shops, park, river/stream/pond, wood, hill, etc.
- Look at open/green spaces nearby: football pitches, parks, forests, woods, commons, gardens, dunes, wetlands, etc.
- Bolton is a town in Greater Manchester in North West England. A former mill town, Bolton has been a production centre for textiles since Flemish weavers settled in the area in the 14th century, introducing a wool and cotton-weaving tradition.
- Bolton is well served by the local road network and national routes. The A6, a major north–south trunk road, passes to the west through Hunger Hill and Westhoughton. The A666 dual carriageway, is a spur from the M61/M60 motorway interchange through the town centre to Astley Bridge, Egerton, Darwen and Blackburn. The M61 has three dedicated junctions serving the borough.
- A network of local buses coordinated by Transport for Greater Manchester serves the Bolton district and beyond. The bus station on Moor Lane was scheduled to be replaced by a new interchange in the town centre next to the railway station by the end of 2014, at a cost of £48 million.
- The early name, Bolton le Moors, described the position of the town amid the low hills on the edge of the West Pennine Moors southeast of Rivington Pike (456 m). Bolton lies on relatively flat land on both sides of the clough or steep-banked valley through which the River Croal flows in a south easterly direction towards the River Irwell.
- Climate in the Greater Manchester area is generally similar to the climate of England, although owing to protection from the mountains in North Wales it experiences slightly lower than average rainfall except during the summer months, when rainfall is higher than average.
- Bolton has mild differences between highs and lows, and there is adequate rainfall year-round.

Significant person: Lord Leverhulme

William Hesketh Lever was born in Bolton in 1851 and died in 1925. He built Britain's largest company 'Lever Brothers'. He invented soap using palm oil, and glycerine rather than tallow. It was called 'Sunlight Soap'. In 1899 he purchased Hall i' th' Wood. He paid for the renovations of the building and presented the Hall to Bolton. The museum was opened as a memorial to Samuel Crompton. Lord Leverhulme donated a park to Bolton and to this day it is called Leverhulme Park.

Year 2: Journey around the World Knowledge:

- Bolton is a town in Greater Manchester in North West England.
- Close to the West Pennine Moors, Bolton is 10 miles (16 km) northwest of Manchester. It is surrounded by several smaller towns and villages that together form the Metropolitan Borough of Bolton, of which Bolton is the administrative centre.
- The town of Bolton has a population of 139,403, whilst the wider metropolitan borough has a population of 262,400.
- Historically part of Lancashire, Bolton originated as a small settlement in the moorland known as Bolton le Moors. This described the position of the town amid the low hills on the edge of the West Pennine Moors southeast of Rivington Pike (456 m).
- Bolton lies on relatively flat land on both sides of the clough or steep-banked valley through which the River Croal flows in a south-easterly direction towards the River Irwell.
- The geological formation around Bolton consists of sandstones of the Carboniferous series and Coal Measures; in the northern part of Bolton the lower Coal Measures are mixed with underlying Millstone Grit.
- Climate in the Greater Manchester area is generally similar to the climate of England, although owing to protection from the mountains in North Wales it experiences slightly lower than average rainfall except during the summer months, when rainfall is higher than average. [47] Bolton has mild differences between highs and lows, and there is adequate rainfall year-round.
- Countries of the United Kingdom: England, Wales, Scotland, Northern Ireland.
- UK Seas: English Channel (South), North Sea (East), Irish Sea (West)
- Deserts: Sahara (North Africa), Australian (Australia), Arabian (Western Asia) Earthen architecture in Timbuktu, Mali, Africa: some whole buildings are made from mud, which bakes in the sun.
- Continents: Europe, Asia, North America, South America, Africa, Oceania
- Main rivers: Africa-Nile River, 4,157 miles; Asia-Yangtze River 3,434 miles Australia-Murray-Darling River; Europe-Volga River, 2,290 miles; North America-Mississippi-Missouri River, 2,540 miles + 2,340 miles; South America-Amazon River, 3,915 miles
- Rainforests: cover 6% of the Earth's surface but contain more than half of the world's plan and animal species. South America-Amazon, Africa-Congo, South America-Valdivian, Australia-Daintree, Asia-Southeast Asian.
- Deforestation: loss of habitat for millions of species. Eighty percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.
- Oceans: Atlantic (north and South), Arctic, Pacific (North and South), Southern, Indian
- Oceans cover 70% of the Earth's surface, with a volume of roughly 1,332,000,000 cubic km.
- Pacific Ocean: largest of the oceans, reaches northward from the Southern Ocean to the Arctic Ocean; gap between Australia and Asia; and the Americas. Meets the Atlantic Ocean south of South America at Cape Horn.
- Atlantic Ocean: second largest, extends from the Southern Ocean between the Americas, and Africa and Europe, to the Arctic Ocean. Meets the Indian Ocean south of Africa at Cape Agulhas.
- Indian Ocean: third largest, extends northward from the Southern Ocean to India, the Arabian Peninsula, and Southeast Asia in Asia, and between Africa in the west and Australia in the east. Joins the Pacific Ocean to the east, near Australia.
- Arctic Ocean: smallest. Joins the Atlantic Ocean near Greenland and Iceland and joins the Pacific Ocean at the Bering Strait. It overlies the North Pole, touching North America in the Western Hemisphere and Scandinavia and Siberia in the Eastern Hemisphere. Partially covered in sea ice, amount varies according to the season.
- Southern Ocean: second smallest. Surrounding Antarctica, dominated by the Antarctic Circumpolar Current, generally the ocean south of 60 degrees south latitude. The Southern Ocean is partially covered in sea ice, amount varies according to the season.
- Mountain ranges: Asia-Himalayas, Mount Everest; South America-Andes, Aconcagua; Europe-Alps, Mount Blanc; North America-Rockies, Mount Elbert; Antarctica-Ellsworth Mountains, Vinson Massif; Africa-Atlas, Toubkal; Australia-MacDonell Mountains, Mount Zeil

Significant person: Ernest Shackleton

Ernest Shackleton was born on the 15th of February 1874, in Kilkea, Ireland. Ernest Shackleton's first expedition to the Antarctic was aboard a ship called the *Discovery*, and the expedition was led by another famous explorer, Robert Falcon Scott. The purpose of the expedition was scientific and geographical discovery. Shackleton became sick during this journey and was soon returned home aboard another vessel. Ernest Shackleton's second expedition to the Antarctic was aboard a ship called the *Nimrod*, and the purpose of this expedition was to reach the South Pole, as well as the magnetic South Magnetic Pole.

Year 2: Wonders of the World Knowledge:

- Physical features - the natural environment: landforms, bodies of water, weather, climate, soil, minerals, vegetation, animal life
- Human features – the people of a place and modification they made: buildings, bridges, tunnels, railways, monuments, piers, language, religion, political systems, jobs/economy, population
- Natural wonders of the world: Aurora Borealis, Harbor of Rio de Janeiro, Grand Canyon, Great Barrier Reef, Mount Everest, Paricutin, Victoria Falls.
- The Aurora Borealis: light show caused by collisions between electrically charged particles released from the sun that enter the earth's atmosphere and collide with gases such as oxygen and nitrogen. The lights are seen around the magnetic poles of the northern and southern hemispheres.
- Harbor of Rio de Janeiro: huge balloon-shaped bay that stretches 20 miles inland, surrounded by giant mountains (Serra do Mar). The largest mountain near the harbor rises 2,300 feet above the water and is named Corcovado ("The Hunchback") because of its mounded shape.
- Grand Canyon: a steep-sided canyon carved by the Colorado River in Arizona, United States. The Grand Canyon is 277 miles long, up to 18 miles wide and attains a depth of over a mile (6,093 feet or 1,857 meters).
- Great Barrier Reef: world's largest coral reef system composed of over 2,900 individual reefs and 900 islands stretching for over 2,300 over an area of approximately 344,400 square kilometres. Coral Sea, off the coast of Queensland, Australia. Can be seen from outer space and is the world's biggest single structure made by living organisms.
- Mount Everest: Everest is 29,035 feet or 8848 meters high. The summit is the border of Nepal to the south and China or Tibet on the north. It is over 60 million years old. Everest grows by about a quarter of an inch (0.25") every year. It consists of different types of shale, limestone and marble. The rocky summit is covered with deep snow all year long.
- Paricutin: a cinder cone volcano located in the Mexican state of Michoacán, near the city of Uruapan and about 322 kilometres (200 mi) west of Mexico City.
- Victoria Falls: waterfall in southern Africa on the Zambezi River at the border between Zambia and Zimbabwe
- Man-made wonders of the ancient world: Great Pyramid of Giza, Hanging Gardens of Babylon, Temple of Artemis, Statue of Zeus, Mausoleum at Halicarnassus, Colossus of Rhodes, and the Lighthouse of Alexandria
- Great Pyramid of Giza: huge pyramid built by the Ancient Egyptians. It stands near Cairo, Egypt. Only wonder to remain mostly intact. It was 146.5 metres tall, tallest building in the world for over 3,800 years. Erosion and other causes have shrunk it to 138.8 m. Probably built for Khufu, an Egyptian pharaoh. It was perhaps built by Khufu's vizier, Hemiunu. It is believed that it took about 20 years to build, and was completed around 2570 BC.
- Hanging Gardens of Babylon: fabled gardens which adorned the capital of the Neo-Babylonian Empire, built by its greatest king Nebuchadnezzar II (r. 605-562 BCE).
- Mausoleum at Halicarnassus: the tomb of Mausolus, ruler of Caria, in south-western Asia Minor. It was built in his capital city, Halicarnassus, between about 353 and 351 BCE by his sister and widow, Artemisia II. Designed by the Greek architects Pythius and Satyros. The sculptures were Greek artists—Scopas, Bryaxis, Leochares, and (most likely) Timotheus
- Colossus of Rhodes: a statue of the Greek sun-god Helios, in the city of Rhodes, by Chares of Lindos in 280 BC. Celebrates Rhodes' victory over the ruler of Cyprus, Antigonus I Monophthalmus. Stood approximately 33 metres high—tallest statue of the ancient world. It collapsed during the earthquake of 226 BC; parts of it were preserved but it was never rebuilt.
- Lighthouse of Alexandria: archetype of all lighthouses since. Built by Sostratus of Cnidus in about 280 BCE. On the island of Pharos in the harbour of Alexandria and is said to have been more than 110 metres high
- Temple of Artemis: built by Croesus, king of Lydia, about 550 BCE and was rebuilt after being burned by a madman named Herostratus in 356 BCE. About 110 by 55 metres and covered in magnificent works of art. Destroyed by invading Goths in 262 CE and was never rebuilt.
- Statue of Zeus: giant seated figure, about 13 m tall, made by the Greek sculptor Phidias around 435 BC at the sanctuary of Olympia, Greece, and erected in the Temple of Zeus there. Ivory plates and gold panels over a wooden framework, it represented the god Zeus sitting on an elaborate cedar wood throne ornamented with ebony, ivory, gold and precious stones.

Significant person: Phidias

Phidias was a Greek sculptor, painter and architect. His Statue of Zeus at Olympia was one of the Seven Wonders of the Ancient World. He also designed the statues of the goddess Athena on the Acropolis. Phidias was twice indicted for stealing some of the costly materials used in the construction of his two great statues: at Athens, he was accused of taking some of the ivory from the Athena Parthenos; at Olympia, of stealing some of the gold of Zeus' cloak. A false witness against Phidias testified. Phidias died in prison.

Year 2: Where Food Comes From Knowledge:

- Our daily food consumption shows many of the impacts that we have as humans on the world beyond where we live.
- How our food gets to us – planting, growing and rearing livestock and crops, processing and transporting – occurs with even the simplest meal we eat.
- The throwing away and waste of produce is another important aspect of the food industry. .
- Food is available in the school kitchen but it is produced elsewhere. School has food delivered, just like some people do at home – otherwise we have to go to a shop or supermarket to buy ingredients.
- Food is either fresh (often raw) or processed (often cooked).
- Some food needs to be used quickly so that it doesn't spoil.
- We only eat some plants (e.g. not grass). Some creatures only eat plants and not meat. - being a vegetarian
- Vegetables are grown from plants: cauliflower is the flower, celery is the stem, cabbages are leaves, parsnips and radishes are roots
- Meat comes from animals; cows, pigs, chickens, fish,
- Foods that grow on trees – oranges, apples, pears, cherries, peaches; underground-carrots, potatoes, radishes, beetroot, parsnip, turnip, onions; on/above the ground – peas, green beans, broccoli, cauliflower, spinach, lettuce
- Sunlight, warm weather and rain are all important even in what we think of as very hot countries they do have cows (e.g. India, Brazil and Sudan) because they eat silage (cut and stored grass) or dry feeds with added vitamins and minerals.
- Different things are grown in different parts of the country. Crops are grown on flatland; milk and beef production occur in wet and warm areas; hilly areas have sheep farms. Sometimes farmers just grow grass to feed their cattle.
- Parts of the UK have regional foods that are not eaten much elsewhere. These foods may be traditional; it may grow well there; sometimes people visit especially to eat the food there!
- Traditional foods from Wales: welsh cakes, Welsh lamb, bara brith,
- Traditional foods from Scotland: Scottish shortbread, Scottish jam, haggis, highland cattle
- Traditional foods from England: Bramley apples, cheddar cheese, Lincolnshire sausages, East Sussex – sole, Yorkshire – rhubarb;
- Traditional foods from Northern Ireland: norther Irish potatoes, soda bread, Dexter beef
- Food from other countries: rice, oranges, lemons, bananas, coconuts, avocado – Mexico and Central America; tomatoes – The Andes; pineapple – Brazil; kiwi – China; watermelon – South Africa; mangoes - India,
- Capital cities: London – England, Cardiff – Wales, Edinburgh – Scotland, Belfast – Northern Ireland
- Seasonal foods: when there are limited crops beyond root vegetables because of the cold weather, we are heavily dependent on imported vegetables. Different food will be grown during different seasons. BBC good food provides a seasonality table for the UK.
- Packages in supermarkets will say where the food was produced.
- Farming differences around the world: small farms in developing countries have difficulties with unproductive soil, plant diseases, pests and drought. Farmers may have to walk for miles to the nearest water source and can only carry back small amounts of water. Lack of access to improved seed or fertilisers and pesticides add to their hardship. There is also a lack of reliable markets and little available pricing information.
- China – eastern and southern regains are extremely productive, produce rice, wheat, potatoes, lettuce, onions, cabbage, green beans, broccoli, eggplant, spinach, carrots, cucumbers, tomatoes, pumpkins, pears, grapes, apples, peaches, plums, watermelons, sheep milk, chicken, pork, sheep, goat, peanuts, eggs, fish and honey.

Significant person: King Charles III

Our king, Charles III, has been a longstanding advocate of biodynamic farming, converting the farm at Sandringham estate to a completely organic system as long ago as 1985 when he took over its management from his father. Learning about biodynamics during a trip to Australia twenty years later, Charles subsequently organised workshops for the farmers and gardeners who worked his land in Duchy of Cornwall and at Highgrove Estate in Gloucestershire.

Year 3: Earth Knowledge:

- 7 continents: Europe, Africa, Asia, North America, South America, Australia, Antarctica
- 5 oceans: Pacific, Atlantic, Indian, Southern, Arctic
- Lines of latitude are imaginary parallel lines/circles that are horizontal to the Equator. They never meet and get smaller towards the poles.
- Lines of longitude are imaginary north to south lines/circles that meet at the North and South poles to make segments. They are all the same length.
- Equator: an imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the earth into Northern and Southern hemispheres
- Time zones are areas between lines of longitude following a standard time.
- Prime/Greenwich Meridian is the imaginary line/circle passing through the Royal Observatory at Greenwich, London, marking 0^0 longitude.
- Compass points: north, north east, east, south east, south, south west, west, north west (N, NE, E, SE, S, SW, W, NW)
- International data line: an imaginary north to south line/circle of latitude, running through the Pacific Ocean, approximately 180^0 meridian from avoiding land
- The Earth's axis is tilted at 23.5^0 in relation to the sun, which means the sun rises higher in the sky in our summer – when the sun I above the tropic of cancer, and the sun's rays are more concentrated; whereas the sun is much lower during our winter when it is above the tropic of Capricorn. The Polar circles are the limits where they have 24 hours or complete sunlight or darkness in summer and winter.
- Mercator world map: cylindrical map presented by a Flemish geographer and cartographer Gerardus Mercator in 1569. It became the standard map projection for navigation because of its unique property representing any course of constant bearing as a straight segment.
- Gall-Peters world map: named after James Gall and Arno Peters, 1885, it is a rectangular map that maps all areas so that they have the correct sizes relative to each other. It distorts the shapes to create a cylindrical equal-area projection with latitudes 45^0 north and south regions on the map that have no distortion.
- Mappa Mundi, Hereford Cathedral: the largest medieval map known to exist. Measuring 1.59 x 1.34 metres, the map is constructed on a single sheet of vellum (calf skin). Scholars believe it was made around the year 1300 and shows the history, geography and destiny of humanity as it was understood in Christian Europe in the late thirteenth and early fourteenth centuries. The inhabited part of the world as it was known then, roughly equivalent to Europe, Asia and North Africa, is mapped within a Christian framework. Jerusalem is in the centre, and east is at the top. East, where the sun rises, was where medieval Christians looked for the second coming of Christ. The British Isles is at the bottom on the left.
- Global Positioning Systems (GPS) uses national grid references and angular measurements with the imaginary lines drawn on the Earth's surface: lines of latitude and longitude are used together to describe precise locations on the Earth's surface, forming a geographic coordinate system.
- Ordnance survey maps provide accurate and up-to date geographic data, relied on by the government, business and individuals.

Significant person: Mary Spence, MBE (present)

Mary is a female cartographer from the UK. She spent over 30 years making maps before being awarded an MBE in 2004 for Services to Cartographic Design. Her most recent award-winning map 'The Dynamic World', shows natural phenomena such as earthquakes, tsunamis, volcanoes and areas at risk of global warning.

Year 3: Mediterranean Knowledge:

- The British Isles has a remarkably long coastline for its size. The interaction of the sea, rivers and different types of rocks have created a wonderful mixture of headlands, cliffs, bays, beaches, marshes and estuaries.
- As a maritime nation, Britain has always been strongly linked with the sea. A Royal Navy, overseas trade and a fishing industry have led to the development of docks, ports and harbours.
- Seaside resorts have existed since Victorian times, and have changed with the development of tourism. Throughout the lessons, make reference to the dynamic, changing nature of the coastline, which is due to human activity, tides, weather, and rising sea level.
- The Mediterranean Sea is the body of water that separates Europe, Africa and Asia.
- The Mediterranean Sea is connected to the Atlantic Ocean by a narrow passage called the Strait of Gibraltar. It is between the southern tip of Spain and northern Morocco. It is almost completely surrounded by land, on the north by Europe, on the south by North Africa, and on the east by the Middle East. It covers around 2.5 million km² (965 000 mi²).
- To the east it connects to the Sea of Marmara and the Black Sea, by the Dardanelles and the Bosporus. The Sea of Marmara is often thought to be a part of the Mediterranean Sea. The Black Sea is much bigger than the Dardanelles, and is generally not considered part of the Mediterranean.
- The 163 km (101 mi) long man-made Suez Canal in the southeast connects the Mediterranean Sea to the Red Sea. The canal is between Egypt and the Sinai Peninsula. It was built by the French Compagnie Universelle du Canal Maritime de Suez from 1859 to 1869 against the British government. As a sea around which some of the most ancient human civilizations were arranged
- Some of the most ancient human civilisations were made around the Mediterranean Sea, so it has had a large influence on the history and ways of life of these cultures. It provided a way of trade, colonization and war, and was the basis of life (like fishing and catching other seafood) for many communities throughout the ages. The combination of similarly shared climate, geology and access to a common sea has led to lots of historical and cultural connections between the ancient and modern societies around the Mediterranean.
- Above all, it was the superhighway of transport in ancient times. It allowed for trade and cultural exchange between peoples of the region — Phoenicians, Egyptians, Carthaginians, Greeks, Romans, and the Middle East (Arab/Persian/Semitic) cultures.
- The history of the Mediterranean is important in understanding the origin and development of Western civilization. In modern times, the Mediterranean was the location of many battles at sea during World War II and control over it was important for defeating the Axis Powers, Nazi Germany and Fascist Italy. Today the Mediterranean Sea still connects the economies of Europe, North Africa, and the Middle East as it did in ancient times. The European migrant crisis has resulted in many refugees drowning in the Mediterranean Sea.
- The countries with coastlines on the Mediterranean Sea are Egypt, Spain, Albania, Algeria, Bosnia and Herzegovina, Croatia, Cyprus, France, Greece, Israel, Italy, Lebanon, Libya, Malta, Morocco, Monaco, Montenegro, Slovenia, Syria, Tunisia and Turkey.
- The ancient city of Thonis-Heracleion also known as the lost kingdom of Cleopatra was discovered buried in the Mediterranean Sea after been buried for more than 1,200 years.
- The topography of the land surrounding the Mediterranean Sea includes: High Mountains and steep rocky cliffs.
- The Mediterranean climate is characterized by windy, mild, wet winters and relatively calm, hot, dry summers. Spring, however, is a transitional season and is changeable. Autumn is relatively short.
- The region that boarders the Mediterranean Sea is the most popular tourist destination in the world attracting approximately one third of the world's international tourists.
- The ancient city of Thonis-Heracleion also known as the lost kingdom of Cleopatra was discovered buried in the Mediterranean Sea after been buried for more than 1,200 years.
- Special crops of the region are olives, grapes, oranges, tangerines and cork.
- Countries vary from the same time to 2 hours ahead of British time.

Significant person: Pytheus (320–306 BC)

Pytheas, was a navigator, geographer, astronomer, and the first Greek to visit and describe the British Isles and the Atlantic coast of Europe. Sailing from the Mediterranean Sea into the Atlantic, Pytheas stopped at the Phoenician city of Gades (present-day Cádiz, Spain), probably followed the European shoreline to the tip of Brittany, and eventually reached Belerium (Land's End, Cornwall), where he visited the tin mines, famous in the ancient world.

Year 3 Volcanoes and Earthquakes Knowledge:

- The rigid outermost shell of the Earth (called the 'crust' and 'upper mantle') is broken up into 7 or 8 major interlocking 'tectonic plates', and numerous smaller plates. An egg with a cracked shell is a useful analogy: the cracked shell represents the thin crust and upper mantle, the white represents the hot magma of the semi-molten lower mantle, and the yolk represents the extremely hot core.
- The tectonic plates move (a few centimetres a year) towards, away from, or sliding past, each other. This results in volcanoes and earthquakes at their boundaries.
- Converging plates (plates moving towards each other) are associated with mountain building and/or volcanoes, such as the Himalayas (India meets Asia), Andes (active volcanoes e.g. Cotopaxi) and the Circum-Pacific Ring ('Ring of Fire')
- As two plates converge, the crust is shortened as one plate is forced beneath another and melts at depth to form hot molten rock and/or ash by the pressure. As pressure builds, this rock and ash is then forced to the surface in a volcanic eruption. The Philippines, Java and Sumatra are example of this type of plate boundary. Red hot lava flows into the sea or over the land, causing destruction and fire. Sometimes ash covers everything around the volcano, and poisonous gases often accompany volcanic eruptions.
- Subduction is when one plate is forced underneath another when they meet. At depth, the rocks in the sunken plate melt and lava is forced up through fractures, to erupt as volcanoes.
- An example of diverging plates is the mid-Atlantic ridge, where the Eurasian plate and the North American plate are moving apart. Magma from the earth's mantle rises to create new crust in the gap – Iceland sits on this ridge and is very actively volcanic. As the plates move away, they create a 'gap' which is then filled with hot molten rock or lava from the mantle beneath The Island of Surtsey off Iceland was formed in by this type of plate movement in 1963.
- The San Andreas Fault, San Francisco, is an example of plates sliding past each other. Tension increases along faults in the earth's crust as the plates grind together, and which sudden movement – an earthquake – relieves.
- The 'Ring of Fire', with all three types of plate boundary, is by far the world's most active earthquake and volcanic zone.
- Effects of topical earthquakes and eruptions on the local population (damaged and destroyed roads and buildings, flooding) and wider population (such as disruption to air traffic by volcanic ash clouds) and on landscape.
- Richter scale: describes the strength of earthquakes, on a scale of 1 (low) to 10 (high), by measuring how much energy is released. The 1906 San Francisco earthquake was 7.8, the 1964 Great Alaskan was 9.2, the 2011 Christchurch was 6.3 and the 2008 Sichuan was 8.0. The 1960 earthquake in Chile was the largest ever recorded, at 9.5
- Krakatoa in 1883: August 1883, volcanic eruption. It is estimated that more than 36,000 people died. Many died as a result of thermal injury from the blasts and many more were victims of the tsunamis that followed the collapse of the volcano into the caldera below sea level. The eruption also affected the climate and caused temperatures to drop all over the world.
- Pinatubo in 1991: The second-largest volcanic eruption of the century, and by far the largest eruption to affect a densely populated area, occurred at Mount Pinatubo in the Philippines on June 15, 1991. The eruption produced high-speed avalanches of hot ash and gas, giant mudflows, and a cloud of volcanic ash hundreds of miles across. The impacts of the eruption continue to this day.
- Vesuvius in 79CE: destroyed, Pompeii, Herculaneum, Stabiae, Torre Annunziata, and other communities. Just after midday on August 24, fragments of ash and other volcanic debris began pouring down on Pompeii, quickly covering the city to a depth of more than 9 feet (3 metres). Pyroclastic material reached the city on the morning of August 25 and soon asphyxiated those who had not already been killed. Additional pyroclastic flows and rains of ash followed, adding at least another 9 feet of debris.
- Japan 11th March 2011: Japan was extensively damaged by a magnitude 9 (on the Richter scale) earthquake that shook the north east of the country. It unleashed a huge tsunami which caused lots of flooding and destruction in Japan. It also severely damaged three nuclear power stations, which was incredibly dangerous for the population.
- On Boxing Day in 2004 there was a huge earthquake centred on Aceh in Indonesia, which caused a huge tsunami and affected the whole of the Indian Ocean. About 230 000 people were killed, many in whom were in Thailand.

Significant person: Charles Francis Richter (1900-1985)

U.S. physicist Charles Francis Richter developed the Richter scale to measure the intensity of earthquakes. After attending the University of Southern California, he graduated from Stanford University in 1920 and received a doctorate in physics from the California Institute of Technology in 1928. Charles worked with Beno Gutenberg to develop an earthquake scale in 1935, which became known as the Richter scale.

Year 4: America Knowledge

- North America is a continent entirely within the Northern Hemisphere and almost all within the Western Hemisphere. It is also considered by some to be a northern subcontinent of the Americas.
- North America, the planet's 3rd largest continent, includes (23) countries and dozens of possessions and territories. It contains all Caribbean and Central America countries, Bermuda, Canada, Mexico, the United States of America, as well as Greenland - the world's largest island.
- North America can be divided into five physical regions: the mountainous west, the Great Plains, the Canadian Shield, the varied eastern region, and the Caribbean. Mexico and Central America's western coast are connected to the mountainous west, while its lowlands and coastal plains extend into the eastern region
- Major Biomes: desert, temperate forest, taiga, grasslands
- Major cities:
  - Mexico City, Mexico
  - New York City, USA
  - Los Angeles, USA
  - Chicago, USA
  - Toronto, Canada
  - Houston, USA
  - Ecatepec de Morelos, Mexico
  - Montreal, Canada
  - Philadelphia, USA
  - Guadalajara, Mexico
- Bordering Bodies of Water: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Gulf of Mexico
- Major Rivers and Lakes: Lake Superior, Lake Huron, Lake Michigan, Great Bear Lake, Great Slave Lake, Lake Erie, Lake Winnipeg, Mississippi River, Missouri River, Colorado River, Rio Grande, Yukon River
- Major Geographical Features: Rocky Mountains, Sierra Madres, Appalachian Mountains, Coastal Range, Great Plains, Canadian Shield, Coastal Plain
- The world-famous region of the Colorado River, with its Colorado Canyon, as well as the Grand Canyon in Arizona.

- South America is a continent in the Western Hemisphere, mostly in the Southern Hemisphere, with a relatively small portion in the Northern Hemisphere. It may also be considered a subcontinent of the Americas, which is how it is viewed in the Spanish and Portuguese-speaking regions of the Americas
- It includes twelve sovereign states (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela), a part of France (French Guiana), and a non-sovereign area (the Falkland Islands, a British Overseas Territory though this is disputed by Argentina).
- South America is the fourth largest continent in size and the fifth largest in population. It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. The geography of South America is dominated by the Andes Mountain Range and the Amazon River (second longest river in the world).
- Much of South America still speaks Spanish or Portuguese as their primary language.
- Major Biomes: rainforest, savannah, grassland
- Major cities:
  - Sao Paulo, Brazil
  - Buenos Aires, Argentina
  - Rio de Janeiro, Brazil
  - Santiago, Chile
  - Brasilia, Brazil
  - Lima, Peru
  - Bogota, Colombia
  - Caracas, Venezuela
  - Belo Horizonte, Brazil
  - Medellin, Colombia
- Bordering Bodies of Water: Pacific Ocean, Atlantic Ocean, Caribbean Sea
- Major Rivers and Lakes: Amazon River, Parana River, Orinoco River, Tocantins River, Strait of Magellan, Lake Titicaca, Lake Maracaibo
- Major Geographical Features: Andes Mountains, Amazon Basin and Rainforest, Brazilian Highlands, Pampas plain, Patagonia, Guiana Highlands,

Significant person: Jessica Nabongo (1969- present) / Woni Spotts (1964 - present)

Jessica is an American-born Ugandan travel influencer, who was on mission to become the first black woman to visit every single country on Earth. She achieved her goal in October 2019, arriving in her 196th country, the Seychelles. Her claim was disputed as Woni Spotts (also a black, American woman) also travelled to every country and continent in the world by 2018, though some countries had changed border and names since she first began travelling.

Year 4: Climate Knowledge

- There is often confusion about the difference between weather and climate.
- **Weather** is short term. It is what happens in our atmosphere from day to day. It includes precipitation, temperature, wind and humidity. Weather varies from place to place, from day to day and from season to season. The range of weather in a place is a characteristic of its climate.
- **Climate** is long term. It refers to the average weather pattern of a place over many years. Climates can be predominantly hot, cold, wet or dry, hot and wet, hot and dry and so on. The climate of a place affects the soil, flora and fauna of that place and impacts on human activity in a variety of ways.
- **Biomes** include deserts, forests, grasslands, tundra and aquatic environments. They are defined collectively by the climate, soil organisms, flora and fauna of a large geographical area. Each biome consists of many ecosystems whose communities have adapted to the small differences in climate and the environment inside the biome.
- Although weather changes, there is a pattern to it, and 'climate' is the word we use to describe the pattern of weather over a long time.
- There are climate patterns from one region to another, and there is a global pattern.
- The climate of the areas around each Pole is very cold and around the Equator is very hot.
- Introduce the terms polar climate zone (very cold), tropical climate zone (very hot), and temperate climate zone (in between the two, neither very hot nor very cold).
- Each climate zone also has its own special flora, fauna and even soil and human activity developed over a very long time.
- Introduce the word biome to describe a geographical area with similar climate conditions and therefore flora, fauna, soil, human activity influenced by the climate.
- The Arctic is sea surrounded by land and Antarctic is land surrounded by sea. Because of this, Antarctica is much colder.
- There is virtually no land-based ecosystem in Antarctica, however it has an extremely rich and diverse marine ecosystem based on krill (little prawns that live off plankton in the sea).
- A biome is a geographical area defined by its climate, plant and animal life and the way of life of the people who live there (a little similar to an ecosystem).
- Polar bears live only in the Arctic, and penguins only in the Southern Hemisphere, mostly in the Antarctic.
- Introduce the terms desert and hot desert (there are also cold deserts), together with the names of nine hot deserts: Arabian, Australian, Chihuahuan, Kalahari, Mojave, Monte, Sahara, Sonoran, Thar.
- Hot deserts are barren and hostile environments because they have little rainfall. They are hot, dry or arid, which describes the tropical desert climate.
- The wettest place on Earth with the highest level of rainfall each year is Cherrapunji, Meghalaya State in India.
- From about July to October, the Indian monsoon winds blow from the southwest, over the Indian Ocean and Arabian Sea, bringing with them a huge volume of rain. For the rest of the year the wind blows in the opposite direction, so it is a little drier.
- Monsoons bring water for irrigation during the dry season, helps crops grow, and provides drinking water.
- Rainforests are vital for their biological diversity.
- The zone that lies between the polar and tropical climate zones. This is the temperate climate zone – the one we live in.
- The temperate climate zone is split into several smaller zones or biomes. Ours is called the 'deciduous forest biome' because it is characterised by deciduous trees.

Significant person: Greta Thunberg (2003—present)

Greta is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation. Thunberg's activism began when she persuaded her parents to adopt lifestyle choices that reduced their own carbon footprint. In August 2018, at age 15, she started spending her Fridays outside the Swedish Parliament to call for stronger action on climate change by holding up a sign reading Skolstrejk för klimatet (School strike for climate

Year 4: Water Knowledge

- The key concept associated with rivers is that, due to gravity, water flows downhill.
- While flowing downhill, it creates landscape features, flooding, eroding, and moving and depositing materials.
- The force of energy depends on the flow, which in turn is related to rainfall, drainage pattern, the gradient and the cross-section of the river channel.
- Humans exploit rivers for routes, transport, water supply, water power, hydroelectric power, irrigation, sport and leisure.
- They endeavour to control rivers, diverting the course or enclosing them in open or closed channels as the rivers flow through urban areas, and in areas that are susceptible to flooding.
- This unit considers the features associated with rivers, where in river systems they are located, and how they are formed.
- The water (or hydrological) cycle summarises the continuous circular movement of water above, on and below the Earth's surface.
- Rivers are an important element in this cycle.
- Mountains also have a significant place in the cycle.
- The Danube is the EU's longest river.
- A river runs down from its source (which is often located in mountains) to its mouth – this is usually at the coast.
- The River Thames is so important:
  - it is the iconic national river (Old Father Thames) that flows through the UK's capital city, London
  - historically it was protected by the Tower of London
  - it has an estuary with the Thames (flood) Barrier
  - it had extensive docks with historic global associations through shipping/trade
  - it is crossed by famous bridges
  - it has famous buildings along its banks.

- **River Yangtze** – In 2012 the huge Three Gorges Dam was built on the River Yangtze for hydro-electric power, for flood control downstream and to increase the river's shipping capacity. It has created many problems, however, especially because of the weight of water and pollution in the reservoir that has developed upstream as well as behind the dam. There have also been major issues about the number of people displaced to build the dam and raise the river level to establish the reservoir.
- **River Nile** – in Egypt use of the Nile for irrigation dates back to at least 4000#BC; since the mid-1800s a system of perennial irrigation has allowed the production of two or three cotton, sugarcane, and peanut crops a year; barrages and dams (e.g. Aswan, completed 1902) now control the water. Also the history of the search for the source of the Nile
- **River Niger** – this particular river's unusual course baffled
- explorers for 2000 years: from its source in the Guinea highlands which is only 150 miles from the Atlantic, the river actually flows away from the sea and into the Sahara, where it then turns south-east at Timbuktu and enters the sea in eastern Nigeria.
- **Mississippi River** – the largest port district in the world is located
- along the Mississippi River delta in Louisiana, with shipping focused on petroleum and petroleum products, iron and steel, grain, rubber, paper, wood, coffee, coal, chemicals, and edible oils.
- **River Ganges** – a river sacred to the Hindus. It suffers severe flooding in the delta.
- **River Rhine** – the longest river in Europe.

Significant person: James Brindley (1716-1772)

James Brindley was a canal engineer who worked on some of the first canals of the modern era. He played an essential role in shaping the way canals were built during the Industrial Revolution. Brindley worked on the building of the Bridgewater Canal, which was regarded as the first modern British canal. Brindleyplace in Birmingham, at the heart of the canal network, is named after James Brindley.

Year 5: Amazon Knowledge

- Eight countries of South America: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana and Suriname, as well as French Guiana (an overseas territory of France).
- The Amazon River Basin is home to the largest rainforest in the world and covers almost 40% of South America.
- The region consists of a variety of ecosystems including rainforests, seasonal forests, deciduous forests, flooded forests and savannahs.
- Amazon rainforest covers most of the Amazon Basin. 5,500,000 square kilometres of the basin are covered by the rainforest, 60% of which is in Brazil. The Amazon represents over half of the planet's remaining rainforests and has an estimated 390 billion individual trees comprising of 16,000 species.
- The Amazon is home to an estimated 10% of all species found on Earth. Scientists estimate that there are at least 40,000 plant species, 427 types of mammal, 1,300 types of bird, 378 types of reptile, 400 types of amphibian, and around 3,000 types of freshwater fish.
- The Amazon is also home to more than 30 million people, and about 9% of these are indigenous people – 350 different ethnic groups, more than 60 of which still remain largely isolated.
- The Amazon River is the largest river by discharge of water in the world – greater than the next seven largest rivers combined. It is the second longest river in the world after the Nile, and has the largest drainage basin in the world – about 7,050,000 square kilometres – which accounts for approximately one-fifth of the world's total river flow.
- The Amazon has a tropical climate, which is typical in areas close to the equator (12 degrees north or south of the equator). There are only two seasons: wet and dry.

- Amazon Basin in Brazil; Amazonas state, Manaus is the capital city
- Shifting cultivation: one of the farming techniques used in the communities
- Urban and rural communities in the Amazon Basin.
- Deforestation:
  - The region is undergoing change due to commercial development, particularly mining (for iron ore/gold), hydro-electric schemes, road building (Trans-Amazon highway), logging (deforestation) and forest clearance fires.
  - The Amazon region is globally significant both ecologically and environmentally, but it is also an important comparison to many areas of the UK, which are also special and threatened. There are currently 1,150 species and 65 habitats on the UK Biodiversity Action Plan, which is a published list of conservation priorities that are under threat because of their rarity and rate of decline.
- Earliest inhabitants were in the Stone Age
- European explorers arrived from the west; 1541 a Spanish expedition from Quito, Francisco De Orellana was the first person to navigate the entire Amazon river. Indian warriors attacked his expedition on the river, some of whom were female and reported to look like the Amazons of Greek mythology and this is how the river got its name.
- Medicines: quinine to fight Malaria, deadly poisonous bark of various curare lianas is used to treat multiple sclerosis, Parkinson's disease and other muscular disorders
- Products: chocolate, moisturiser, shampoo, coffee, avocado, nuts, vanilla seed pods, cinnamon and pepper spices, bananas, acai berries, palm oil

Significant person: Francisco de Orellana (1511 – November 1546)

Francisco de Orellana was a Spanish explorer and conquistador. He completed the first known navigation of the entire length of the Amazon River, which initially had been named "Rio de Orellana" until reports of battles that included the women warriors of the Tapuyas tribe, brought about the name change. He also founded the city of Guayaquil in what is now Ecuador.

Year 5: mountains – Alps Knowledge

- Alps were formed over a long period of time, millions of years ago
- The Alps are one of the great European mountain ranges, and spread across eight countries: France, Switzerland, Liechtenstein, Germany, Austria, Italy, Slovenia and Monaco.
- The unifying characteristic of the Alps is physical – a mountain range – but human and cultural features also unite the area.
- Until the formation of the modern countries, the Alpine region consisted of feudal territories sharing customs and cultures, many of which still exist, despite current frontiers.
- The Eurasian and African plates meet under the Mediterranean Sea.
- The mountains formed over millions of years as the African and Eurasian tectonic plates collided. This caused marine sedimentary rocks to thrust and fold upwards into high mountain peaks such as Mont Blanc and the Matterhorn.
- Mont Blanc spans the border of France and Italy, and is the highest mountain in the Alps at 4,810m (15,781ft).
- Prevailing winds bring warm air from the temperate climate of lower areas to higher altitudes.
- The air is forced to rise and cools. This causes the water vapour in the air to condense to form clouds.
- The water vapour falls as rain or – if the temperature is below 0°c – as snow.
- In the Alps, the temperature can drop to -10°C (14°F) in winter and rise to 30°C (86°F) in summer.
- Homes must protect and insulate their inhabitants from extreme cold and heavy snowfall in winter; the rest of the year there are high levels of rain.
- More than 120 million visitors visit the Alps each year – tourism provides essential income.
- Other chief industries include forestry, farming, cheese-making and baking, woodworking and carpentry.
- In some areas of the Alps, development is protected, and only sympathetic restoration of old buildings or new buildings in keeping with traditional styles is permitted.
- Tourism has brought many jobs to the region, and now many residents rely on tourism to earn a living. However, the growth of the tourist industry has had an impact on the natural environment.
- The Alps are probably one of the most popular tourist destinations in Europe. People visit the Alps all year round for many different reasons.
- In summer people go to sightsee, as the picturesque mountains make a wonderful backdrop. In summer activities such as hiking, mountain biking, mountaineering and paragliding are popular. The alpine lakes are also fun for swimming.
- In most regions of the Alps from December to April, winter sports like skiing, snowboarding, snowshoeing and tobogganing are extremely popular
- The town next to Mont Blanc, Chamonix, was the site of the first ever Winter Olympics.
- The Alps have been shaped by many physical and human processes
- Effects of glacial processes -for example: the jagged landscape (caused by plucking), the smooth surfaces (caused by abrasion) etc.
- The Alpine region is exposed to a high frequency of extreme precipitation events and is particularly vulnerable to their secondary effects like floods, landslides and erosion, which endanger environment, inhabitants and infrastructure.
- A mummified man, determined to be 5,000 years old, was discovered on a glacier at the Austrian–Italian border in 1991.
- Hannibal famously crossed the Alps with a herd of elephants, and the **Romans** had settlements in the region.

Significant person: Hănnibal Barca (247 BC –183/2/1 BC),

Hănnibal Barca was a statesman and general. He was the greatest enemy of the Roman Republic. It is believed that Hannibal guided his army (30,000 soldiers, 37 elephants and 15,000 horses) over the Alps and into Italy in just 16 days. He conducted a military ambush against the Romans that had never been done before in the history of warfare. He famously crossed the Alps with a herd of elephants and defeated the Romans in a series of battles. At the Battle of Cannae, he defeated the largest army Rome had ever put together. Over 80% of this army was killed or captured, including many of its commanders.

Year 5: Our Country Changing Knowledge

- The United Kingdom of Great Britain and Northern Ireland lies in Europe, located north-west off the European mainland.
- It includes the island of Great Britain, the north-eastern part of the island of Ireland, and other smaller islands.
- A single Kingdom of Great Britain resulted from the union of the Kingdom of England (which had already comprised the present-day countries of England and Wales) and the Kingdom of Scotland by the 1707 Acts of Union. More than a hundred years before, in 1603, King James VI, King of Scots, had inherited the throne of England, but it was not until 1707 that the two countries' parliaments agreed to form a political union. In 1801, Great Britain united with the neighbouring Kingdom of Ireland, forming the United Kingdom of Great Britain and Ireland, which was renamed the "United Kingdom of Great Britain and Northern Ireland" after the Irish Free State seceded in 1922.
- UK regions are usually listed as: Scotland, Wales, Northern Ireland; North-East England, North-West England, Yorkshire and the Humber, East Midlands, West Midlands, East of England, Greater London, South-East England, South-West England.
- London, the capital city, covers the third-largest urban area in Europe.
- The United Kingdom is the world's 22nd-most populated country, with some 64 million inhabitants.
- High population growth in the UK population during the "baby boom" of the 1960s, growth slowed during the 1970s. In the late 1980s, the population began to grow again when the 1960s' baby boomers were having children, "echoing" earlier growth. Recent uplifts in population growth have generally coincided with an increase in the number of countries holding EU membership.
- Population dropped due to the Black Death and World wars. Population increased when immigration became more frequent, due to the growing British Empire and after World War 2.
- The United Kingdom has the sixth-largest national economy in the world.
- There are significant regional variations in wealth: South-East England and southern Scotland are the richest areas.
- The service sector contributes around 78% of GDP; the financial services industry is particularly key and London is the world's largest financial centre, together with New York. Tourism is a vital industry, with the UK listed as the sixth top world tourist destination.
- The pharmaceutical and automotive industries are also major employers and exporters.

- Recent changes to London: The 2012 Olympics and Paralympics aimed to be 'the sustainable games' – and for future development of the site to be sustainable too. The main Olympic Park is located in an area of East London, which underwent huge change in order to hold the Olympics. Changes took place both up to, and since, the Olympic and Paralympic games, and local people had differing opinions on these.
- The Young People's trust for the Environment is a charity set up to encourage young people's understanding of the environment. Founded back in 1982, it aims to give young people a real awareness of environmental issues such as climate change, pollution, deforestation and endangered flora & fauna.
- 1968: Hurricane-force winds cause 20 deaths in the Central Belt of Scotland. In Glasgow alone, over 300 houses were destroyed and 70,000 homes were damaged. Electrical power also failed in Glasgow, leaving the whole city in darkness. In total the storm felled 8,000 hectares of forest across Scotland (1.6 million cubic metres of timber). The storm, which affected Northern England, Scotland and N. Ireland received little attention from the BBC or the national press
- 2013/14: During the winter of 2013–14 the British Isles were in the path of several winter storms, which culminated in serious coastal damage and widespread persistent flooding. The storms brought the greatest January rainfall in Southern England since at least the year records began in 1910. The season saw persistent flooding on the Somerset Levels with recurrent fluvial flooding in Southern England of the non-tidal Thames, Severn and in Kent, Sussex and Hampshire and the Stour in Dorset. Briefer coastal flooding and wave battering damage took place in exposed parts of Dorset, Devon and Cornwall.
- 2017: During the autumn of 2017, Ireland and the United Kingdom were hit by Hurricane Ophelia, which had completed its transition into an extratropical cyclone shortly before its landfall in Ireland and subjected the island to hurricane-force winds. Three people were killed by fallen trees in Ireland and 22,000 people were left without electricity. This also cut off internet for some households across the UK.
- 2018: Summer 2018 was the fifth hottest in the CET records back to 1659, with the period May-July being the hottest such period on record. During this period there was very little rainfall, with particularly low totals in North West England and South East England. Some places had more than 54 consecutive days without rainfall. This led to the 2018 United Kingdom wildfires. The dry weather continued into the autumn, with most places seeing less than 90% of average rainfall between September and November. As of November 2018, Northern England, the Northern Midlands, Eastern England and some parts of East Anglia are still ranked as 'severely dry'.

Significant person: Sebastian Newbold Coe (born 29 September 1956)

Sebastian Newbold Coe is a British politician and former track and field athlete. As a middle-distance runner, Coe won four Olympic medals, including 1500 metres gold medals at the Olympic Games in 1980 and 1984. He headed the successful London 2012 Olympic bid for the 2012 Summer Olympics and became chairman of the London Organising Committee for the Olympic Games. In 2007, he was elected a vice-president of the International Association of Athletics Federations (IAAF), and re-elected for another four-year term in 2011.

Year 6: Where Things Come From Knowledge

- The United Kingdom imports goods from all over the world.
- The top five products imported by the UK are: petrol, cars, packaged medicaments, computers and vehicle parts.
- The top five import origins to the UK are Germany, China, Netherlands, USA and France.
- The country where the clothes were made, not necessarily where the raw materials originate.
- cotton grows on a plant, wool comes from sheep, polyester is a synthetic fabric made from chemical-based resins
- A biome is way to describe a large group of similar ecosystems. Biomes have similar weather, rainfall, animals, and plants. There are a number of biomes on planet
- Land Biomes: desert, grasslands, savannah, tundra, tropical rainforest, temperate forest, Taiga forest
- Aquatic Biomes: Marine, Freshwater, Coral Reef
- Each individual plant and animal could not exist by itself on planet Earth. All living organisms need millions of other living organisms to survive. How these organisms interact with the sun, soil, water, air and each other in a specific area is called an ecosystem.
- Fair Trade started in the United States, where Ten Thousand Villages (formerly Self Help Crafts) began buying needlework from Puerto Rico in 1946, and SERRV began to trade with poor communities in the South in the late 1940s.
- The first formal “Fair Trade” shop which sold these and other items opened in 1958 in the USA.
- Fair trade sets out to ensure a fair deal for farmers. This includes: creating opportunities for food producers in developing countries; ensuring trading practices are fair in terms of payment and prices; ensuring that no children are being exploited and that working conditions are safe.
- Food production has become globalised. It is possible to buy foods out of season and from abroad. Food is an important resource that can be produced in a more or less sustainable way.
- Food miles refer to the distance food has travelled to get from where it was produced to where it is sold.
- Some people are concerned about the environmental impact of transporting goods over great distances.
- Many of the foods we eat are grown in other countries where the climate is different.
- Some of the food harvested in the UK is sent abroad to be processed. This adds miles to the journey of an item of food and therefore means more transport costs and more pollution.
- Local farmers' markets are increasing in the UK. They are helping to encourage people to buy fresh, local food.
- It is important to remember that locally-produced food may not always be better for the environment. For example, some foods do not grow easily in the UK and need heated greenhouses. This means the food produced locally may have a larger carbon footprint than that grown in a warmer climate.
- Some goods are made up of parts that are manufactured in different countries.
- A carbon footprint is a measure of how much carbon is used in the production and transportation of a product. It is better for the environment to consume goods with a low carbon footprint.
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· **Significant person: Edna Ruth Byler (1904-1976)**

Edna Ruth Byler began selling handmade crafts in Pennsylvania made by Haitian women she met on her mission visits there in the 1940s. Her organization, which is now called Ten Thousand Villages, is believed to be one of the first Fair Trade organizations in the United States.

Year 6: Saving The World Knowledge

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Significant person: Sir David Frederick Attenborough (born 8 May 1926)

Sir David Frederick Attenborough is an English broadcaster, biologist, natural historian and author. While Attenborough's earlier work focused more on the wonders of the natural world, his later work has been more vocal in support of environmental causes. He has advocated for restoring planetary biodiversity, limiting population growth, switching to renewable energy, mitigating climate change, reducing meat consumption, and setting aside more areas for natural preservation.

Year 6: Africa Knowledge

- Africa is the world's second largest continent, There are 54 countries in Africa - and 9 dependent territories. There are sixteen landlocked countries in Africa. These countries are all located in the interior of the continent and have neither access to the Atlantic Ocean nor to the Indian Ocean. Two of these landlocked countries, the tiny countries of Eswatini and Lesotho, are located within South Africa.
- Africa is in the Northern and Southern Hemispheres. It is spread across three of the major lines of latitude: the Tropic of Cancer, the Equator and the Tropic of Capricorn. The north of Africa shares a boundary with Asia.
- Africa is surrounded by the Indian Ocean in the east, the South Atlantic Ocean in the south-west and the North Atlantic Ocean in the north-west.
- Algeria is the largest country by area in Africa. This country is among the ten largest countries in the world. Smallest country is Seychelles, which is an archipelago (nation of islands) in the Indian Ocean. On the African mainland, the smallest country is The Gambia.
- Biggest Island is Madagascar in the Indian Ocean. Madagascar is the fourth largest island in the world - after Greenland, New Guinea and Borneo.
- The Congo rainforest in Africa is one of the world's largest rainforests. Like other tropical rainforests such as the Amazon, it is located close to the Equator, where the sun's energy is more direct.
- Other biomes in Africa include the Mediterranean forest, savannah and grassland.
- The African Savannah has a hot dry climate. During the dry season the grasses can shrivel up. Animals like wildebeests to migrate (move location) in their search for food. This happens in countries such as Kenya and Tanzania.
- Not all of Africa is hot all the year around. High mountains such as Mount Kilimanjaro often have snow at their summit. Although mostly a hot continent, snow can fall in mountain regions. These areas include the Atlas Mountains of Morocco, Tunisia and Algeria, and the Rwenzori Mountains between Uganda and the Democratic Republic of the Congo.
- Mount Kilimanjaro has three volcanic cones and the highest volcanic cone of them is called 'Kibo'. The highest peak is called 'Uhuru Peak' with 5,895 m/ 19,340 ft. The mountain is located in the Tanzanian highlands at the border to Kenya. Mount Kilimanjaro can only be climbed from the Tanzanian side but can even be seen from Nairobi, the capital of Kenya.
- The Sahara Desert is the world's largest hot desert, located in northern Africa. The climate is hot and dry, with temperatures recorded as high as 50°C. Some areas of the Sahara may go many years without a single drop of rain.
- Nile (6,852 km/ 4,258 miles). The Nile is the longest river in the world and passes through eleven countries. The Nile has two sources: The White Nile coming from Lake Victoria in Tanzania and the Blue Nile coming from Lake Tana in Ethiopia. The river mouth is in Egypt. The confluence in Khartoum/Sudan.
- In Africaare the largest land mammal, the African elephant, the tallest mammal, the giraffe, and the fastest mammal, the cheetah.
- Africa is also home to many endangered animals such as the White and Black Rhinoceros.
- Kruger National Park where one can admire the beautiful African wildlife is one of the biggest national parks and wildlife conservation areas in the world.
- Main natural resources in Africa are minerals such as oil, copper, gold, diamonds, platinum and agricultural produce such as corn, coffee, wheat and fruits. Almost 65% of all Africans work in the agricultural sector.
- The largest cities in Africa include Lagos (in Nigeria), Kinshasa (in the Democratic Republic of Congo), Cairo (in Egypt) and Johannesburg (in South Africa).
- With more than 22 million inhabitants, Lagos is also one of the biggest metropolitan cities in the world and is estimated to become the world's largest city by 2100 with more than 100 million inhabitants!
- More than 1.3 billion people live on the African continent, about 15% of the world's total population. The most populous country is Nigeria, with more than 219 million people.
- There are more than 3,000 different groups of indigenous people living in Africa. They all have their own language and culture. As Africa was colonised and suppressed until the last century, the majority of Africans is still poor. Most African countries only gained independence after World War II in the 1950s and 1960s. The poorest countries in Africa are Malawi, the Central African Republic and Burundi. Among the most developed and richest countries are the Seychelles, Libya, Mauritius, Algeria, Egypt, Botswana, South Africa and Nigeria.
- It is estimated that about 2,000 different languages are spoken on the African continent! Many Africans speak several African languages and also often another 'European' language. In many countries, people speak English, French or Portuguese as an additional language, as these languages are often used in official communication and business. English is widely spoken in Africa as many countries were formerly British colonies. Arabic, spoken in northern Africa, is also used in many North African countries as official language. Swahili, spoken in many East African countries has the most native speakers in Africa.
- Most of the African people are either Christians or Muslims. In North Africa and many West African countries, people follow mainly the Islam, while in southern and eastern Africa the Christian faith dominates. About 10% of the African people follow traditional religious rituals which means they have traditional healing rituals such as bone-throwing, herbal medicine and celebrating the spirit of the ancestors.
- Famous human-made landmarks include Victoria Falls Bridge (between Zambia and Zimbabwe), the Great Pyramids of Giza (in Egypt) and Timgad ruins (in Algeria).
- Aswan Dam, across the river Nile in Egypt, is the world's largest embankment dam. A dam is a barrier that blocks water to create a human-made lake called a reservoir. Dams can be used to produce hydroelectric power which is a form of renewable energy. Aswan Dam was built to help control the flow of water from the Nile during the annual flooding season. Moving water from the dam is used to power turbines and produce electricity. The reservoir supplies water during droughts. The water is also used to irrigate crops.

Significant person: David Livingstone (1813-1873)

David Livingstone was a Scottish missionary and explorer. He travelled in unexplored parts of Africa for more than 30 years. From South Africa, Livingstone travelled north into the Kalahari Desert. For 15 years, he explored large parts of central and southern Africa. He surveyed many areas. He also worked to bring his ideas about Christianity, commerce, and modernisation to African people. He especially wanted to end the slave trade in Africa. In 1855 he came to a breath taking waterfall. He named it Victoria Falls, after Queen Victoria.