Year Group and Subject Content Focus Area	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
Reception	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
Term 1 Where we live ~ Our environment	• Pupils to know key features in their immediate environment; school, swimming pool, playground, school field, dining hall	Location Similarities and differences in relation to places, objects, materials and living things Place and Space Studying human and physical geography of a small area Human environments Features	Preparing for: Yr1 T1 Comparing school field with Alexandra Park Yr1 T5 Making improvements to the local environment	Globes, Maps and atlases Identify similarities and differences in relation to places Geographical fieldwork Use simple fieldwork and observational skills to study the geography of the school
Term 3 Text: Lost and Found Cold climates	• Pupils to know where **the North and South Pole** are located • Pupils to know about weather in the UK and compare with cold place in the world; snow, ice • Know that animals adapt to their environment	Location Locate key areas of the world Physical world Weather and cold places in the world	Preparing for: Yr1 T4 Hot and cold places of the world Weather patterns	Globes, maps and atlases Explore weather in the UK and around the world Geographical Literacy Use basic vocabulary to refer to key physical features. Use locational language

Term 4 Text: Here we are! (Recycle!)	• Pupils to know key physical features on Earth; sea, land, forests, rivers • Know the term **recycling.** Pupils to know that sometimes we throw things away in the trash can that can be used again. They can be **recycled**. **Recycling** means taking something you were going to throw in the trash, such as a piece of paper, and turning it into something new and useful like a new book. You find a new way to use that item. • Pupils to know that the environment is influence by human activity; **litter, waste, pollution, sea, ocean, environment**	Physical World Key physical features Interdependence and sustainability Begin to establish an understanding of the interaction between physical and human processes	Preparing for: Yr3 T5 Human impact on the world; overfishing Yr4 T2 Climate change	Geographical literacy Use basic vocabulary to refer to key physical and key human features. Use locational language

Year 1	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
Local Area Term 1 What is the Geography of where I live? NC: Locational Knowledge/Place Knowledge/Geographical Skills/Fieldwork • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand **geographical similarities and differences** through studying the **human and physical geography** of a small area of the UK, and of a small area in a contrasting non-European country • Use **simple fieldwork and observational skills** to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	• Pupils to know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **(Countries; England, Scotland, Wales and Northern Ireland) (Capital Cities; London, Edinburgh, Cardiff, Belfast) (Seas; North Sea, Irish Sea)** • Pupils to know the similarities and differences through studying the human and physical Geography of a small area of the UK. Compare the school field with **Alexandra Park**. Pupils to know how their homes link with other places in their local community. • Pupils to know basic geographical vocabulary to refer to key physical features e.g. town, house, shop, and library. • Pupils to know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Pupils to know about the seasonal and daily weather patterns in the UK. Pupils know the changes across the four seasons **(Winter, Spring, Summer, Autumn).**	• Locational knowledge ~ position and significance • Human environments ~ key human features e.g. .school, house, shop	Preparing for: Term 4 Year 1 / Year 4 Term 2 Locational knowledge; 7 continents and 5 oceans.	• Use world maps, atlases and globes to investigate countries and capitals in the UK • Ask and answer geographical questions • Use fieldwork skills to explore and record the geography of the school
Term 3 Up, up and Away NC: Geographical skills and fieldwork • Use **simple compass directions** (north, south, east and west) and **locational and directional language** (for example, near and far, left and right), to describe the location of features and routes on a map	• Pupils to know how to use aerial photographs and plan perspectives to recognise physical features; Know that places are linked to other places by **roads and rail** • Know that a simple map uses basic symbols in a key. Know that this can relate also to a pictorial place in a story (Ref: Up, up and away) • Pupils to know the compass directions **(North, South, East and West)** and locational and directional language (e.g**.**	• Geographical skills Maps (OS maps)	Preparing for: Year 6 Term 4 Geographical skills (The Great War) Year 6 Term 6 Year 5 Term 4 (Identifying physical features)	• Maps (OS maps) Devise a simple map and construct basic symbols in a key • Use 4 point compass directions

• Use **aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	**near and far; left and right**), to describe the location of features and routes on a map.			
Term 4 Polar Explorers (Physical World, location) NC: Locational Geography • Name and locate the world's 7 **continents** and 5 **oceans** • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	• Pupils to know the 7 continents and 5 oceans. Know that there are **7 continents** which include: **North America, South America, Europe, Africa, Antarctica, Asia and Australasia (Oceania)**. There are **5 oceans** which include**: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and the Southern Ocean**. • Know the location of hot and cold areas of the world in relation to the **Equator** and the **North and South Pole.**	• Locational Geography • Physical World • Scale • Globe, maps and atlases	Preparing for: Locational Geography Year 4 Term 2 Identify where countries are within Europe Year 5 Term 2 European Union countries with high populations, large areas, largest cities/ WW2 countries involved Year 6 Term 1 Ancient Greece Term 4 WW1 Term 6 Time zones	• Use world maps, atlases and globes to investigate the world's continents and oceans
Term 5 NC: Human and Physical Geography/Geographical skills and fieldwork • Identify **seasonal and daily weather patterns** in the UK • Use **simple fieldwork and observational skills** to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	• Pupils to know about the seasonal and daily weather patterns in the UK. Pupils know the changes across the four seasons **(Winter, Spring, Summer, Autumn).** • Know how to use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. Pupils know how to make improvements to their environment. • Pupils to know how to use aerial photographs and plan perspectives to recognise landmarks and basic human features; Know that places are linked to other places by **roads and rail**	Human environments Key human and physical features Physical World Identify seasonal and daily weather patterns	Preparing for Yr3 T5 Field sketch Yr4 T2 Climate change Yr5 T6 Climate regions	Globes, maps and atlases Explore weather and climate in the UK Geographical fieldwork Use simple fieldwork and observational skills to study the geography of the school

	• Know that a simple map uses basic symbols in a key. Know that this can relate also to a pictorial place in a story (Ref: Up, up and away)			

Year 2	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
Term 1 & 2- Titanic NC: Geographical skills and fieldwork • Use **simple compass directions** (north, south, east and west) and **locational and directional language** (for example, near and far, left and right), to describe the location of features and routes on a map • devise a simple map; and use and construct basic symbols in a key • Name and locate the world's 7 **continents** and 5 **oceans** • location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use **aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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,	• Pupils to know simple compass directions **(North, South, East and West).** Know locational language to describe the location and routes on a map **(near and far, left and right)** • Know basic symbols in a key to help construct a simple map. • Pupils to know the 7 continents and 5 oceans. Know that there are **7 continents** which include: **North America, South America, Europe, Africa, Antarctica, Asia and Australasia**. There are **5 oceans** which include**: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and the Southern Ocean**. • Know the location of hot and cold areas of the world in relation to the **Equator** and the **North and South Pole.** • Know that aerial photographs and plan perspectives help recognise landmarks and physical features. • Know that **human** and **physical features** are things that you can see all around you. Pupils to know that p**hysical features** like **seas, mountains and rivers** are natural. They would be here even if there were no people around. Know **human features** like **houses, roads and bridges** are things that have been built by people.	Location Use locational language to describe routes and locations Location Name and locate continents and oceans Physical World Location of the hot and cold areas of the world Human Environments Key human features	Yr6 T6 8 points of the compass Preparing for: Yr3 T2 Finland (location) Yr3 T3 Human features (create your own town) Yr6 T6 Time zones	Maps (OS) Use 4 points of a compass, symbols and a key to communicate knowledge of the UK Globes, maps and atlases Use maps, atlases and globes to investigate the world's continents and oceans Geographical Literature Use basic vocabulary to refer to key human features Maps (OS) Use of aerial photos and plans

house, office, port, harbour and shop				
Term 5 Alexandra Park NC: Locational Knowledge/Place Knowledge/Geographical Skills/Fieldwork Use **simple fieldwork and observational skills** to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	• Pupils to know that Alexandra Park is a 10 minute walk from Hastings town centre • Know that it is Grade II Listed Victorian park is one of the finest to be found anywhere in the country. It has all the attractions for a great day out, from open spaces to run about, a wonderful café, play areas and great walks, ponds and streams, and a unique collection of rare and unusual trees. • Know that it is a 109 acre park was originally laid out by Robert Marnock, a renowned landscape gardener, in 1878. It was formally opened by the Prince and Princess of Wales on June 26 1882.	• Locational knowledge ~ position and significance Human environments ~ key human features e.g. café, tea shop, tennis courts	Preparing for: Term 4 Year 1 / Year 4 Term 2 Locational knowledge; 7 continents and 5 oceans.	• Ask and answer geographical questions Use fieldwork skills to explore and record the geography of the school
Term 6 NC: Human and Physical Geography 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	• Know geographical vocabulary to refer to key human features, including: **city, town, village, factory, farm, house, office, port, harbour and shop.** • Pupils to know simple compass directions **(North, South, East and West).** Know locational language to describe the location and routes on a map **(near and far, left and right)** • Know basic symbols in a key to help construct a simple map.	<u>Human Environment</u> Key human features <u>Location</u> Use locational language to describe routes and locations	<u>Preparing for:</u> <u>YR3 T3</u> Human features (Create your own town) <u>Yr6 T6</u> 8 points of the compass	<u>Geographical Literature</u> Use basic vocabulary to refer to key human features <u>Maps (OS)</u> Use 4 points of a compass, symbols and a key to communicate knowledge of the UK

Year 3	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
Term 1 Let it grow NC: Human and physical geography • **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	• Pupils to know that people have differing qualities of life living in different locations and environments. Pupils to know issues surrounding **palm oil farming**. Know the term reforestation; **Reforestation** is the natural or intentional restocking of existing forests and woodlands (**forestation**) that have been depleted, usually through deforestation, but also after clearcutting. • Know that landscape features affect the development of a locality. Know about key natural resources in the locality e.g. **water**	Human Environments: Land use/Settlements Interdependence and sustainability: understand the interaction between physical and human processes	Previous learning: Year 3 Human impact on the fishing industry Preparation for: Yr5 Term 5 Fishing and sustainability	Geographical information systems: Give detailed characteristic features of locations Globes, maps and atlases: Locate countries where palm oil is produced Geographical literacy: Describe geographical features on a wider global level
Term 4 & 5 Italy NC: Locational Geography/Human and physical Geography/Geographical skills and fieldwork/Place 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** • Understand **geographical similarities and differences** through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America	• Pupils to know key facts about Italy**: Capital: Rome, Area:543,965km², Coastline:7600km, Countries surrounding Italy: France, Austria, Switzerland, Slovenia, Vatican City, San Marino Population: 60 million, Seas and Oceans: Mediterranean Sea Mountains: 2 main mountain ranges; The Alps and the Apennines Highest mountains in Italy: The Dolomites Active volcanoes: Mount Etna, Mount Vesuvius Longest river: The Po (652 km)** • Pupils to the term **volcano.** Pupils to know that **a volcano** is an opening in the Earth's **crust** that allows **magma**, hot ash and gases to escape. Volcanoes can look like mountains or small hills, depending on what type they are. • Know that magma is **molten rock** - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash. • Pupils to recognize the different shapes of continents e.g. **the Arctic** • Pupils to identify countries within Europe (including Russia): **France Germany, Sweden, Italy, Greece, Denmark, Holland, Portugal**	Physical World: Understand how climate change affects the environment Place and space: similarities and differences through physical geography Location: how key topographical features change over time Locate the countries of the world using maps to focus on Europe	Previous Learning: Yr1 Polar conditions / Yr2 location of cold areas in the world Preparation for: Yr3 T3 France Yr5 T6 Geographical places / climate Yr5 T2/5 Countries involved in WW2 EU countries with high populations Largest cities on each continent Yr6 T5/6 Deserts of North America	Geographical literacy: describe geographical features on a global level Globes, maps and atlases Locate the world's countries with a focus on Europe. Locate the 9 geographical regions of the UK Maps (OS) Use symbols and keys Geographical Literacy Use precise geographical vocabulary to describe features

• **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 Use the 8 points of a **compass**, 4 and 6-figure **grid references**, symbols and keys (including the use of Ordnance Survey **maps**) to build their knowledge of the UK and the wider world	• Pupils know that the UK consists of **9 geographical regions: London, North East, North West, Yorkshire, East Midlands, South East, South West and East of England.** • Know the main regions of Europe: **Central Europe, East Central Europe, Eastern Europe, Northern Europe, and Southern Europe.** • Pupils to know about the water cycle. Know the following terms; condensation, evaporation, precipitation, rivers and streams, sea, sun • Know how clouds are formed. Know the process of evaporation followed by condensation causes the **formation** of **clouds**. ... On reaching a certain height, water vapour present in air condenses to **form** tiny droplets of water. These water droplets collect to **form clouds** that float in air. • Pupils to know the term **climate change.** Know that the ice caps are melting and the effect this has on the world. • Pupils to know how to locate features on an OS map using **6 figure grid references** (See Appendix) • Pupils to know how to **draw accurate maps with a complex key**. Key to include features such as **river, mountain, volcanoes, forests**		Developed and developing countries	

Year 4	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
Term 1 Human Features (Local and Worldwide) Storms and Shipwrecks NC: Locational Knowledge/Human and Physical Geography/ • Name and locate **counties and cities** of the UK, 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 • **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	• Pupils to know where Hastings and Mousehole are on a map. Know that both are **fishing ports**. Know how the locality is set within a wider geographical context. • Know geographical terms; **port, harbour, cliff, sea** • Pupils to know that humans have an impact on the world around them. Know that **over fishing** has an effect on sustainability. Pupils to know that different people hold different views about an issue. • Pupils to know the geographical terms; **fishery, fish stocks, sustainable, quota, trawling, bycatch, longline and overfishing**	Interdependence and sustainability: Establish an understanding of the interaction between physical and human processes	Previous learning: Link to Yr2 the seaside Preparation for: Yr6 T6 Ports and trade links	Globes, maps and atlases: Locate Hastings on a map. Understand changing features of a map Geographical numeracy: understand comparative data Geographical literacy: how human and physical processes interact to influence and change environments
Term 2 Rivers NC: Locational Geography/Human and Physical Geography/Geographical skills and fieldwork • Name and locate **counties and cities** of the UK, geographical	• Pupils to know where counties are within the UK and their topographical features. Pupils able to identify where **East Sussex, West Sussex, Kent, Surrey and Greater London** are to be found on a map. • Know that **Topography** is the study of the shape and features of land surfaces. • Pupils to know the following terms; **cliff, ocean, mountain, port, harbour, settlement, valley**	Location: Name and locate countries and cities of UK Physical World: Use simple geographical vocabulary to describe features	Previous learning: Yr1 What is the geography of where I live? Yr1 countries of the UK Yr2 Know physical features	Globes, maps and atlases: use aerial photos and plans Geographical Literacy: Vocabulary to describe small scale geographical features.

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 Describe and understand key aspects of: • **Physical geography**, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use **fieldwork** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. .	• Pupils to know the geographical term **river.** A river is a moving body of water that flows from its **source** on high ground, across land, and then into another body of water, which could be a **lake**, the **sea**, an **ocean** or even another river. • Pupils to know how a river is formed. A river flows along a **channel** with **banks** on both sides and a **bed** at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the **floodplains** at either side. • Know that rivers usually begin in **upland** areas, when rain falls on high ground and begins to flow **downhill**. They always flow downhill because of gravity. They then flow across the land - **meandering** - or going around objects such as hills or large rocks. They flow until they reach another body of water. As rivers flow, they **erode** - or wear away - the land. Over a long period of time rivers create **valleys**, or **gorges** and **canyons** if the river is strong enough to erode rock. They take the **sediment** - bits of soil and rock - and carry it along with them. Small rivers are usually known as **streams**, **brooks** or **creeks**. If they flow from underground they are called **springs**. • Pupils to know the following geographical terms; **meander, river, source, ox bow lake, floodplain** (Link to trip **Cuckmere Haven**) • Pupils to know what a rain gauge is used for. Know how to collect data and analyse findings. • Pupils know that a field sketch is a drawing of the study area. A **sketch map** helps document the location of a study site relative to the surrounding area, as well as provide location information about important features within your study site.	Key physical processes and the resulting physical landscapes Human Environments: understand key aspects of human geography including types of settlement and land use	Preparation for: Yr5 WW2, airfields, countries at war Yr5 T1 The Nile Yr4 T5 fishing ports	Maps (OS): Use symbols to communicate knowledge Geographical Literacy: Use locational language of features and routes on a map Geographical fieldwork: use vocabulary to describe local features Geographical numeracy: measure, record and present geographical data in tables graphs and charts
Term 3 & 4 Scandinavia NC: Locational Geography/Human and physical Geography/Geographical skills and fieldwork/Place 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**	• Pupils to know that Sandinavia is made up of the three countries; Denmark, Norway and Sweden. • Know that for Denmark; Population: 5,569,077 people Capital City: Copenhagen Area: 16,638 sq mi (43,094 sq km) Language: Danish Currency: Krone • Know that for Sweden; Population: 9,029,000 people Capital City: Stockholm, 1,697,000 people	Physical World: Understand how climate change affects the environment Place and space: similarities and differences through physical geography Location:	Previous Learning: Yr1 Polar conditions / Yr2 location of cold areas in the world Preparation for: Yr3 T3 France Yr5 T6 Geographical places / climate	Geographical literacy: describe geographical features on a global level Globes, maps and atlases Locate the world's countries with a focus on Europe. Locate the

characteristics, countries, and major cities • Understand **geographical similarities and differences** through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America • **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	**Language:** Swedish **Religion:** Lutheran and Roman Catholic **Currency:** Swedish Krona **Area:** 173,732 sq mi (449,964 sq km) **Literacy Percentage:** 99 **Life Expectancy:** 80 years • **Know that for** Norway; **Population:** 4,620,000 people **Capital City:** Oslo, 795,000 people **Language:** Norwegian **Religion:** Evangelical Lutheran **Currency:** Norwegian Krone **Area:** 125,004 sq mi (323,758 sq km) **Literacy Percentage:** 100 **Life Expectancy:** 79 years • **Know the following physical geographical terms**: A **fjord** is a long, deep, narrow body of water that reaches far inland. **Fjords** are often set in a U-shaped valley with steep walls of rock on either side. Famous fjords in Norway are the Geirangerfjord and the Nærøyfjord, Know that a **glacier** is a huge mass of ice that moves slowly over land. The term "**glacier**" comes from the French word glace (glah-SAY), which means ice. A **waterfall** is a place where water rushes down a steep ledge. The water flows from higher land, then it falls down a big step of rock to lower land of softer rock where it will continue on its journey. Usually the lower land is in a gorge. Waterfalls are usually made when a river is young, in places where softer rock is underneath harder rock in the waterfalls. Know that the The northern lights look like a shimmering curtain of glowing colours, dancing across the night sky. Normally, they are seen above the arctic circle, in places like Norway. Their proper name is "aurora borealis", which is Latin for "northern dawn"They are called "aurora australis. • **Human geographical features in Scandinavia:** The **Øresund Bridge** is a bridge and tunnel across the Øresund strait. It connects Denmark and Sweden. Know its characteristics are: **Design** Cable-stayed bridge **Total length** 7,845 metres (25,738 ft)	how key topographical features change over time Locate the countries of the world using maps to focus on Europe	Yr5 T2/5 Countries involved in WW2 EU countries with high populations Largest cities on each continent Yr6 T5/6 Deserts of North America Developed and developing countries	9 geographical regions of the UK Maps (OS) Use symbols and keys Geographical Literacy Use precise geographical vocabulary to describe features

	Width 23.5 metres (77.1 ft) **Longest span** 490 metres (1,608 ft) **Clearance below** 57 metres (187 ft) • Climate of Scandinavia Know that parts of the **Scandinavian** mountains in Norway and Sweden have an alpine tundra **climate** with frigid **temperatures**, especially in winter. • **Know that the indigenous people called the** Sami are the **indigenous peoples** of the northern part of the **Scandinavian** Peninsula and much of the Kola Peninsula, and live in **Sweden**, Norway, Finland and Russia. It is estimated that they represent between 50,000 and 100,000.			

Year 5	Geographical Content	Recurring ideas/themes…what is the point of the content?	Rational (Why here? What is it preparing them for?	The disciplinary training
Term 1 Keep Calm and Carry On (Evacuation) NC: 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**	• Pupils to know and locate the countries involved in WW2. Locate Allied and Axis countries: **Axis powers—Germany, Italy, and Japan**—and the **Allies—France, Great Britain, the United States, the Soviet Union (Russia)** • Pupils to know the countries and major cities of the British Isles: **England/London, Wales/Cardiff, Scotland/Edinburgh, Ireland/Dublin, Northern Ireland/Belfast** • Know the seas around the UK: To the south by the **English Channel**, to the east by the **North Sea**, to the west by the **Irish Sea and the Atlantic Ocean** • Pupils to know the EU countries with high populations and their cities: **Germany/ Berlin, France/Paris, (UK/London), Italy/Rome, Spain/Madrid, Poland/Warsaw, Romania/Bucharest, Netherlands/Amsterdam, Belgium, Brussels, Greece/Athens** • Pupils to know the largest cities in each continent: **Asia/Tokyo (Japan), North America/Mexico City(Mexico), South America/ Sao Paulo(Brazil), Africa/Lagos (Nigeria), Europe/Istanbul (Turkey), Oceania/Sydney (Australia), Antarctica/McMurdo Station** • Pupils to know where to locate some important **human features** in the UK: **St Paul's Cathedral, Buckingham Palace, Coventry Cathedral, Liverpool Docks, Dover Port** •	Location Locate the countries of the world using maps to focus on Europe	Previous learning: Yr1 T1 Countries of the UK Yr2 T2/4 Continents Polar Explorers Yr3 T2 location of countries in Europe Preparation for: Yr6 WW1 ~ identify Axis/Allied countries Yr6 T5/6 Deserts of North America Developed and developing countries	Globes, maps and atlases Locate the world's countries with a focus on Europe. Locate the 9 geographical regions of the UK
Term 3 Reach for the Stars NC: Locational Knowledge • 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	• Pupils to know the terms **Prime/Greenwich Meridian.** **Know that Time zones** are divided by imaginary lines called meridians which run from the North Pole to the South Pole. There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. The Prime Meridian splits the world into eastern and western hemisphere	Location Time zones	Preparation for: Yr6 T6 Identify position and significance of Prime/Greenwich Meridian	Globes, maps and atlases: Geographic zones of the world

Term 5 Ancient Egypt and the River Nile Test: Footprints in the Sand NC: Locational Knowledge/Human and Physical Geography • 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** • **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	• Pupils to know where to find **Egypt** and the **River Nile**. • Pupils to know a **river** is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another **river**. • Pupil to know most of Egypt is a vast **desert** with almost no **rainfall.** • Know the River Nile is **one of the longest rivers in the world** and it flows northwards from the mountains of Tanzania for over 6,000km on its way to the Mediterranean Sea. • Pupils to know that for more than 6,000 years the river has enabled people to live in Egypt. Today, 50 million people live within a few miles of the river and completely depend on its water. The river is home to many fish and provides a valuable source of food. • Pupils to know about the effect of **tourism** on the Nile.	Physical World: Significance of rivers/ describe a river environment Place and Space: understand physical features of the world Ordnance survey map skills	Previous learning: Physical landscapes / The seaside Preparation for: Yr6 Physical landscapes and processes / climate change	Globes, maps and atlases: locate world's countries Geographical literacy: Describe key aspects of physical geography. Use locational geography
Term 6 Pole to Pole Geographical places NC: Locational Knowledge/Human and Physical geography • 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**	• Pupils to know the climate zones: **The six major climate regions are polar, temperate, arid, tropical, Mediterranean and tundra.** Polar Chill. **Polar climates** are very cold and dry throughout the year, **Temperate Regions, Arid Zones, Damp Tropical Regions, The Mild Mediterranean, The Cold Tundra.** • Know that **climate** is the average weather usually taken over a 30-year time period for a particular region and time period. Climate is not the same as weather, but rather, it is the average **pattern of weather** for a particular region. Weather describes the short-term state of the atmosphere.	Physical World: Describe and understand key features of physical geography - Climate zones	Previous learning: Yr1 Polar climate Aerial photographs KS1 Countries, cities and regions within the UK Preparing for: Yr6 Greta Thunberg / human impact on climate change. Yr6 T6 Identifying key features of a	Globes, maps and atlases: Identify and describe geographic zones of the world Geographical information systems: Locate and describe countries Geographical Literacy: Describing key aspects of human features in the landscape

• **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			location (Rural/urban)	

Year 6	Geographical Content ***Best that has been said and thought***	Recurring ideas/themes…what is the point of the content?	Rational (Why here? What is it preparing them for?	The disciplinary training
Term 1 Ancient Greece NC: Locational Geography • 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**	• Pupils to know where Greece is on the map of Europe. • Know the countries conquered by Alexander The Great.	• Location Locate the countries of the world using maps to focus on Europe	Links to History (Ancient Greece)	Globes, maps and atlases Locate the world's countries with a focus on Europe.
Term 2 North America (Human) NC: Locational Geography/Human and Physical Geography/Place 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** • Understand **geographical similarities and differences** through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America • **Physical geography**, including climate zones, biomes and vegetation belts, rivers,	• North America: Pupils to know North America can be divided into five physical regions: **The mountainous West, The Great Plains, The Canadian Shield, The Eastern Region and the Caribbean**. • Pupils to know key human features: **Hoover Dam, Statue of Liberty, Times Square, CN Tower, Disney World, Hollywood sign, Golden Gate Bridge, Mount Rushmore, Seattle Space Needle**. • Pupils to know some of the major cities in North America: **Mexico City (Mexico), New York (USA), Los Angeles (USA), Chicago (USA), Toronto (Canada), Houston (USA), Montreal (Canada)**	Location: Locate key topographical features Physical World: Understand how climate and vegetation are connected in biomes • Describe and understand key features of physical geography	Previous learning: Yr1 T1 Countries of the UK Yr2 T2/4 Continents Polar Explorers Preparing for: Yr5 T2/5 Countries involved in WW2	Globes, maps and atlases Locate North America and identify key human and physical features Geographical literacy Describe key aspects of physical and human features Maps (OS) Use maps to communicate knowledge of the world

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				
Term 3 & 4 Human Geography: South America NC: Locational Geography/Place 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 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 • Use **maps, atlases, globes** and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a **compass**, 4 and 6-figure **grid references**,	• Pupils to know the terms **Prime/Greenwich Meridian.** • **Know that Time zones** are divided by imaginary lines called meridians which run from the North Pole to the South Pole. There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. The Prime Meridian splits the world into eastern and western hemisphere. • Know how to calculate differences between time zones. • Pupils to identify the position and significance **of latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn.** • Pupils to know the 8 points of the compass**: N, NE, E, SE, S, SW, W, NW** • Pupils to know how to locate features on an OS map using **6 figure grid references** (See Glossary) • Pupils to know main human and physical differences between developed and third world countries. Know that **Developed Countries** refers to the sovereign (independent) nation/state whose economy has highly progressed and possesses great technological infrastructure, as compared to other **nations**. The **countries** with low industrialization and low human **development** index are termed as **developing countries**. • **Pupils to know Brazil is not a developed country.** Though it has several characteristics of one, including the largest economy in South America or Central America, Brazil is still considered as developing due to its low GDP per capita, low living standards, high infant mortality rate, and other factors. • Know that **Brazil**, as of 2016, has a population of 209.4 million and a GDP of 1.775 trillion. The country's GDP per capita is $8,727.[1] While high for a developing country, this amount still falls short of the $12,000 threshold needed for classification as a developed country. • Pupils to know that Brazil's high birth rate, at 15.2 births per 1,000 people, is also characteristic of a developing country. In addition to a	Location Time zones Key topographical features (e.g. mountains, rivers) Position and significance of latitude and longitude, Equator, Northern hemisphere, The Tropics of Cancer and Capricorn. Physical World Key physical processes and the resulting physical landscapes Cultural understanding Understand that people and places are culturally diverse Establish as understanding of the interaction between physical and human processes Scale Comparing places	Previous Learning: YR2 T1/4 Compass directions Key physical features Hot and cold areas of the world Yr3 T2 Compass directions Finland Yr5 T3 Time zones	Globes, maps and atlases: Locate world's countries Identify position and significance of latitude and longitude, Equator, Northern hemisphere, The Tropics of Cancer and Capricorn Maps (OS): 8 points of a compass Geographical information systems: use digital mapping to locate countries Geographical literacy: Use geographical vocabulary to describe geographical features (mountains/volcanoes)

symbols and keys (including the use of Ordnance Survey **maps**) to build their knowledge of the UK and the wider world	high birth rate, Brazil has a high death rate. Several factors contribute, including lack of clean water; limited access to adequate health care, particularly in rural areas; deplorable housing conditions in many regions; and substandard diets. Developed countries have better infrastructure in place to support the health of their citizens. • Know that a Brazilian's **life expectancy**, at 74 years, ranks higher than that of most developing countries but falls well short of 80, which is the average for developed nations. Once again, lack of quality health care prevents many citizens from growing into old age, since these are the years when quality health services are needed most. • What factors determine that the **USA** is a developing countries? Know that Exceeding even the $12,000 GDP does not automatically qualify a country as being developed. Developed countries share several other characteristics: Pupils to know that • They are highly **industrialized.** • **Their birth and death rates are stable**. They do not have excessively high birth rates because, thanks to quality medical care and high living standards, infant mortality rates are low. Families do not feel the need to have high numbers of children with the expectation that some will not survive. No developed country has an infant mortality rate higher than 10 per 1,000 live births. In terms of **life expectancy**, all developed countries boast numbers greater than 70 years; many average 80. • **They have more women working**, particularly in high-ranking executive positions. These **career-oriented women** frequently choose to have smaller families or eschew having children altogether. • **They use a disproportionate amount of the world's resources, such as oil**. In developed countries, more people drive cars, fly on airplanes, and power their homes with electricity and gas. Inhabitants of developing countries often do not have access to technologies that require the use of these resources.			

	• **They have higher levels of debt**. Nations with developing economies cannot obtain the kind of seemingly bottomless financing that more developed nations can. • Pupils to know the key physical and human features of South America (See appendix)			
Term 5 North America (Physical) NC: Locational Geography/Human and Physical Geography/Place 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** • Understand **geographical similarities and differences** through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America • **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	• Pupils to know the major deserts of North America: **Mojave, Sonoran, Chihuahuan and the Great Basin.** • Know that a **desert** is any location on Earth that receives less than ten inches of rain per year. **Deserts** are extremely dry and may be either very hot or very cold. Hot **deserts** are extremely hot during the day and cold at night. ... Because plants are limited in **deserts**, erosion and weathering processes change the landscape easily. • Pupils to know that **a biome** is a large geographical area which is home to certain plants and animals specially adapted to suit the environment (Link to Deserts) • North America: Pupils to know North America can be divided into five physical regions: **The mountainous West, The Great Plains, The Canadian Shield, The Eastern Region and the Caribbean**. • Pupils to know the key physical features of North America: **Grand Canyon, Niagara Falls, Yellowstone National Park, Death Valley, Rocky Mountains, Everglades, Yosemite National Park.**	Location: Locate key topographical features Physical World: Understand how climate and vegetation are connected in biomes Describe and understand key features of physical geography	Previous learning: Yr1 T1 Countries of the UK Yr2 T2/4 Continents Polar Explorers Preparing for: Yr5 T2/5 Countries involved in WW2	Globes, maps and atlases Locate North America and identify key human and physical features Geographical literacy Describe key aspects of physical and human features Maps (OS) Use maps to communicate knowledge of the world

Term 6 Environmentalists NC: Human and Physical Geography • **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 Greta Thunberg NC: Human and Physical Geography • **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	• Pupils to know that conservation aims to protect species from extinction through maintaining habitats and ecosystems that may be under threat from humans or natural events, such as floods, droughts or deforestation, for example. Know that essentially, conservationists aim to preserve the natural world as best they can to support the world's natural ecosystems and to protect our planets natural biological diversity. • Know that one common method of conservation is to grant biodiverse areas and important natural sites like parks, forests or coral reefs, protected status. This is normally enforced by a government, or sometimes non-government organisation, establishing a specific site as one of natural significance which normally means they are protected and cannot be tampered with. • Pupils to know that a good example of this type of conservation would be one of the UK's many parks, hills or mountain ranges that are protected as part of the non-government organisation the National Trust. However, many of the world's most biodiverse ecosystems and habitats are found in developing countries where there's a lack of protection from threats such as deforestation, which conservationists seek to prevent. • Know that evidence-based conservation is also common around the world and focusses on using evidence found through research to inform conservation management actions and policies. Typically, decisions on whether to protect certain natural sites are made based on intuition and experience, whereas evidence-based conservation looks at scientific information from similar conservations to determine whether or not a site is in danger and needs to be protected. **Conservation vs. Preservation** • Know that although some might use these two words as synonyms, in certain contexts they mean different things. They are similar in meaning in the sense that they both imply a degree of protection, however, there are differences in what they protect • Know that preservation is more commonly used to refer to the protection of man-made structures, such as buildings, statues and other objects of historical and societal importance. Whereas	Human Environments: Land use/Settlements Interdependence and sustainability: understand the interaction between physical and human processes Physical World Understand how climate change impacts the world Human environments Understand how human and physical processes interact to influence and change landscapes, environments and the climate.	Previous learning: Year 3 Human impact on the fishing industry Preparation for: Yr5 Term 5 Fishing and sustainability Previous Learning: Yr1 T5 Seasons Yr5 T6 Climate Zones	Geographical information systems: Give detailed characteristic features of locations Globes, maps and atlases: Locate countries where palm oil is produced Geographical literacy: Describe geographical features on a wider global level Geographical Literacy Use geographical vocabulary to describe climate change

	conservation is concerned with the protection of the natural world as we have discussed up to this point. • Pupils to know the term climate change. Know that the climate across the world has changed naturally over thousands and millions of years. In the past, the UK has experienced both freezing **ice ages** and warm **tropical** climates. Today however, because people have been burning **fossil fuels** to power homes, factories and vehicles, more **carbon dioxide** has entered the Earth's atmosphere. Carbon dioxide acts like a **greenhouse**. It lets the sun's rays through to heat up everything inside the atmosphere, but stops the heat from escaping. This is making our planet warm faster than it naturally would and is causing world climates to change. • Pupils to know how climate change is going to affect us; Human health is vulnerable to **climate change**. The **changing** environment is expected to cause more heat stress, an increase in waterborne diseases, poor air quality, and diseases transmitted by insects and rodents. Extreme weather events **can** compound many of these health threats. • Know that changes to climate will cause the ice caps to melt.			

Appendix

A Biome

A **biome** is a large region of Earth that has a certain climate and certain types of living things. Major **biomes** include tundra, forests, grasslands, and deserts. The plants and animals of each **biome** have traits that help them to survive in their particular **biome**. ... Each **biome** has many ecosystems.

Field sketch

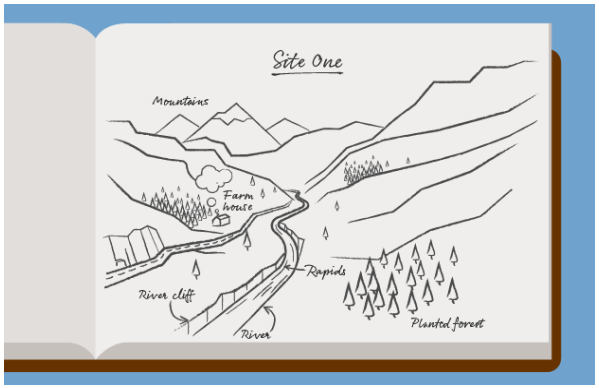
Field sketches

Field sketches are a useful form of qualitative data. They can help us to remember the places that have been visited.

How to draw a field sketch

Field sketches can be drawn by anyone - fantastic artistic skills are not required. Drawing a field sketch is a straightforward process:

1. Identify the landscape that needs to be sketched.
2. Write a title that will help to locate the sketch, eg 'Site One'.
3. Draw an outline of the main features of the landscape with a pencil, eg hills and valleys or buildings and roads.
4. Add detail to the sketch to record more information, eg river features, such as meanders, river cliffs and rapids. Only draw people if they are important to the enquiry question.
5. Annotate or label the field sketch to give more information about the landscape and conditions, eg what was the weather like?
6. Consider taking a photograph to support the field sketch.



Grid references

A grid of squares helps the map-reader to locate a place. The vertical lines are called **eastings**. They are numbered - the numbers increase to the east. The horizontal lines are called **northings** as the numbers increase in a northerly direction.

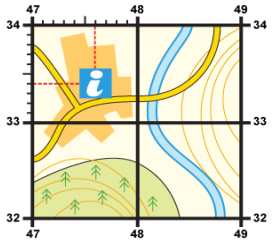
Things to remember:

- When you give a grid reference, always give the easting first: "**Along the corridor and up the stairs**".

Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square:

1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

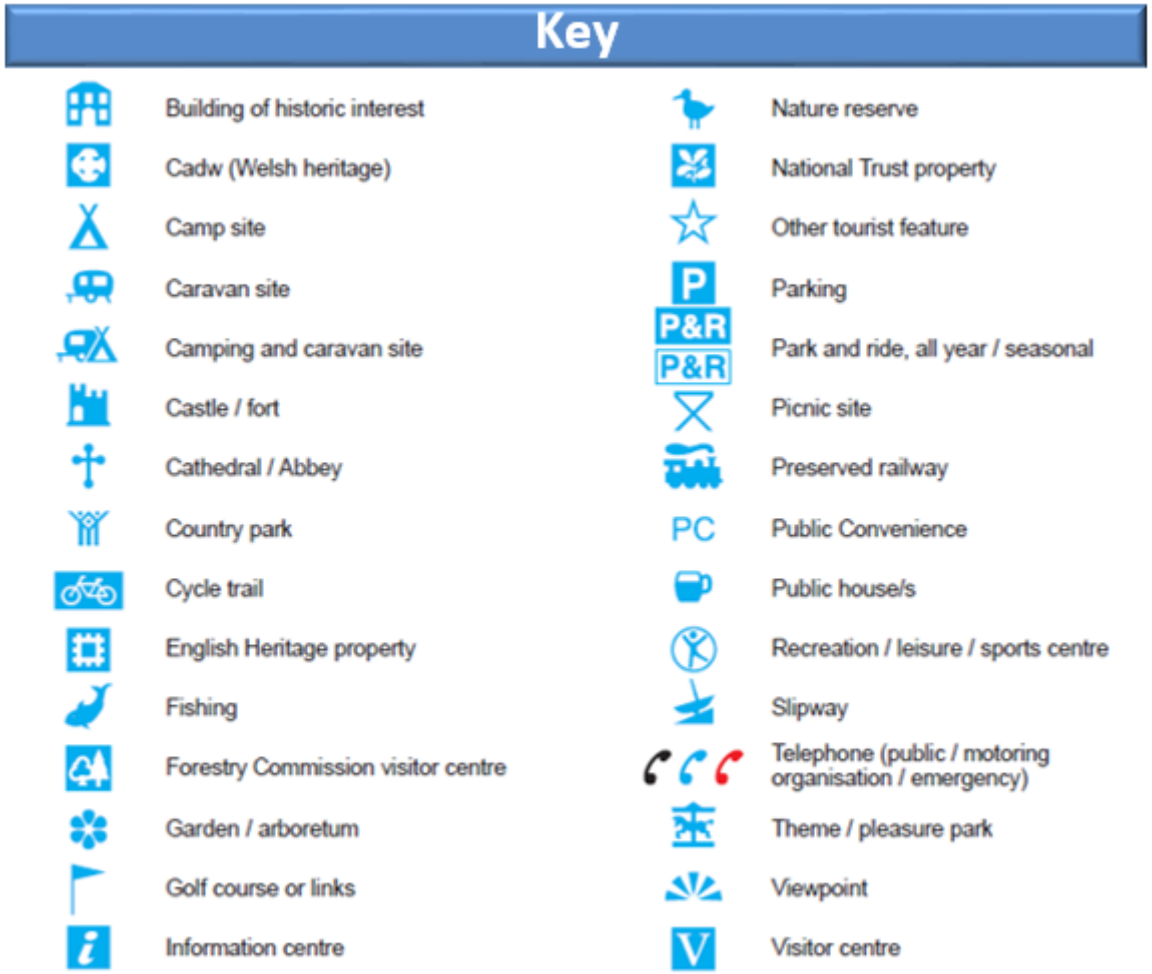
In this case, the tourist information office is in grid square 4733.



Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
4. You now have a six figure grid reference. In this instance, the tourist information office is located at 476334.

OS map Symbols



SOUTH AMERICA KNOWLEDGE ORGANISER

Map and Overview

-South America is the fourth-largest continent in the world. It covers about 17.8 million km². It lies completely in the western hemisphere.

-South America is the fifth-most populous continent in the world – it has a population of around 420 million people (although over half of these people live in Brazil).

-The Equator cuts through the continent. Most of South America is in the southern hemisphere.

-Most of the people live on the east and west coasts; the southern coast and centre of the continent are sparsely populated.

Countries of South America

Largest S. American countries

1. Brazil– 8.5 million km²
2. Argentina – 2.8 million km²
3. Peru – 1.3 million km²
4. Colombia – 1.15 million km²
5. Bolivia – 1.1 million km²

There are 12 countries in South America, and a further 4 states that are listed as dependencies of other nations.

Most populous S. American countries

1. Brazil – 210 million people
2. Colombia – 49 million people
3. Argentina – 44 million people
4. Peru – 32 million people
5. Venezuela – 32 million people

Brazil

Brazil is by far the largest and most populous country in South America. It is also the 5th largest country in the world, by both area and population. The official language is Portuguese, and the most populous city is Sao Paulo. Rio de Janeiro harbour is its most famous landmark. Brazilians are known for samba dancing and a love of football.

Argentina

Argentina is a country located in the southern half of South America. Argentina is the 8th largest country in the world by area, and the largest Spanish-speaking country. Argentina endured a long fight for independence with Spanish invaders in the 19th Century, followed by a painful civil war. The climate in Argentina varies hugely from north to south.

Colombia

Colombia is a country in the north-west of South America. Colombia has been inhabited by indigenous peoples since at least 12,000 BCE. However, the Spanish arrived in 1499 and conquered much of the region. As a result, the national language is Spanish. Much of the population live in the highlands.

Peru

Peru is a country on the western side of South America. It has a diverse landscape, ranging from arid plains to the Andes mountains. Peru is known for being the centre of the Inca Empire – the Inca ruins of Machu Picchu remain a major tourist attraction today. The national language in Peru is Spanish.

Human Geography Features

Deforestation		The Amazon Rainforest has been rapidly destroyed over the past 50 years – since 1970, nearly 800.000 km² of rainforest has been lost. The main causes are agriculture, illegal logging, and human encroachment into the forest.	**What?** About 20% of the total rainforest has now been cleared.	**Key Fact:** 150 acres of rainforest are destroyed every minute of the day.
Machu Picchu		The Inca Empire was the largest empire in pre-colonial South America. Machu Picchu was a large Incan citadel (fortified central area of town). Incans abandoned it after the Spanish invaded. It remained unknown until 1911.	**Where?** On a 2,430 metre mountain ridge in southern Peru.	**Key Fact:** It was built in 1450 in classic Inca style with dry stone walls
Colonisation/ Languages		Throughout the 16th-17th centuries, European settlers (mainly from Portugal and Spain, but also the French, Dutch and British) invaded and colonised South America. South Americans still speak European languages today.	**When?** Most countries gained independence in the 19th C.	**Key Fact:** Portuguese and Spanish are the main languages on the continent.
The Rio Carnival		The Rio Carnival is a festival held every year before Lent. It is considered the largest carnival in the world, with over 2 million people attending daily. It is filled with parades of revelers, dancers, floats and displays.	**When?** Friday before Ash Wednesday to Ash Wednesday.	**Key Fact:** The Rio Carnival has taken place since 1723.
Coffee Trade		The coffee plant is grown in abundance in South America, and many countries from the continent are the biggest producers of coffee in the world. Coffee is a huge regional export.	**Where?** Mainly Brazil, Colombia and Peru.	**Key Fact:** Brazil produces 2.5 million tonnes per year.

Physical Geography Features

The Amazon River		The Amazon River is the longest river in South America, and by some definitions, the world. It has a huge volume, discharging 20% of all river discharge into the ocean in the world!	**Where?** Peru, Bolivia, Colombia, Brazil, Ecuador, Venezuela	**Key Fact:** The Amazon is fed by hundreds of tributaries.
The Amazon Rainforest		The Amazon Rainforest is the largest rainforest in the world. The rainforest is about 5.5 million km² across nine different nations.	**What?** There are 16,000 tree species.	**Key Fact:** The Amazon contains around 390 billion trees!
Animals		The Amazon rainforest is so bio-diverse that it houses 1 in every 10 known species of animals. There are around 2.5 million insect species, 2,000 birds & mammals, 428 amphibians, and 378 reptile species One in 5 of all fish species live in the Amazon River and its tributaries. Animals include the jaguar, caiman, and anaconda.	**What?** Many creatures are dangerous to humans, e.g. snakes, piranha fish, poison dart frogs and electric eels.	**Key Fact:** An unknown amount of Amazon animals have become extinct since the 1970s, because of deforestation.
The Atacama Desert		The Atacama Desert is one of the driest places in the world. There are some places where there has been no recorded rainfall!	**Where?** The Atacama Desert is in Chile.	**Key Fact:** The desert is so dry due to its position in a 'two-way' rain shadow.
The Andes		The Andes are the tallest mountains in South America (and in the world after the mountain ranges in Asia). The range is about 7,000km long, extending north to south. The world's highest volcanos are in the Andes.	**Where?** Through 7 different South American countries.	**Key Fact:** The peak of Mount Chimborazo is the furthest point from the centre of the earth.

Longest Rivers

Highest Mountains