



GEOGRAPHY

Year 3: Contrasting Locations (North America)

WHY IS IT IMPORTANT?

In this topic, pupils develop their sense of place by digging deeper into life in the United Kingdom. They are able to explore the similarities and differences between Hertfordshire and a state in North America.

This topic has a more global focus which makes it more suitable for children in Year 3. It also allows them to build on their prior learning about their local area from Years 1 and 2.

KEY VOCABULARY

capital city
atlas
globe
Equator
landmark
human
climate
trade

country
continent
grid reference
characteristic
physical
industrial
temperature

HOW COULD I HELP AT HOME?

Encourage your child to notice diversity within Hertfordshire. How do the urban areas differ to the rural areas? How would life be different if you lived in .. ?

USEFUL LINKS


WEBLINKS

- [Counties Map](#)
- [National Geographic](#)

BOOKS TO READ

- [The 50 States](#)
- [50 Adventure States](#)

PLACES TO GO

- [Yellowstone Virtual Trip](#)
 - [New York City Virtual Field Trip](#)
 - [Explore our county](#)
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GEOGRAPHY

Year 4: Mountains and Rivers

WHY IS IT IMPORTANT?

In this topic, children develop a depth of knowledge linked to physical processes. The children really enjoy finding out facts about the famous explorers who have climbed the world's tallest mountains. The focus on rivers also allows the children to find out more about the River Ver in St Albans.

Both the rivers topic and the mountains topic require a strong command of technical language. This makes it suited to Year 4.

KEY VOCABULARY

evaporation	precipitation
source	channel
course	delta
estuary	meander
runoff	groundwater
dome	fault-block
fold	plateau
ridge	volcanic
treeline	snowline
summit	

HOW COULD I HELP AT HOME?

Talk to your child about water. When do we use it at home? What would happen if we didn't have such easy access to it? What happens to the puddles after it rains?

USEFUL LINKS

WEBLINKS

- [Bitesize 1](#)
- [Bitesize 2](#)

BOOKS TO READ

- [Mountains of the World](#)
- [Water Cycles](#)

PLACES TO GO

- [Explore the River Ver](#)
 - [Mount Everest Virtual Field Trip](#)
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GEOGRAPHY

Year 4: Contrasting Locations (Europe)

WHY IS IT IMPORTANT?

In this topic, children are again given the chance to revisit their knowledge of their own local area. They compare their local area to a place in Germany, building up their picture of the world, and their understanding of their place within it.

By Year 4, children have developed a good depth of understanding of where they live. They are able to build on this prior knowledge to conduct a local fieldwork study.

KEY VOCABULARY

fieldwork	grid reference
climate	human features
biome	physical features
equality	fair trade
producer	

HOW COULD I HELP AT HOME?

Find St Albans on a map together. What is St Albans like? Use the key to identify key features of the landscape. What do different places have in common? What is different?

USEFUL LINKS

WEBLINKS

- [BBC Class Clip](#)
- [The School Run](#)

BOOKS TO READ

- [Fair Trade First](#)
- [Places: Germany](#)

PLACES TO GO

- [Explore Germany Virtual Fieldtrip](#)
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GEOGRAPHY

Year 5: Natural Disasters

WHY IS IT IMPORTANT?

This topic fires the children's imagination as they learn about the destructive power of the Earth. They are able to explore the complicated and sometimes hazardous relationship humans have with the planet.

This topic is suited to Year 5 because children have developed the maturity to discuss sensitive topics linked to natural disasters and their impact on humans.

KEY VOCABULARY

core	crust
mantle	plate tectonics
active	dormant
vent	volcanoes
magma	erupt
lava	molten
degrees	earthquakes
pressure	fault lines
longitude	latitude

HOW COULD I HELP AT HOME?

Create a model of a volcano together. Can you find a way to make it erupt? Talk to your child about what it would be like to live in close proximity to a volcano. What are the dangers? What are the benefits? How can people protect themselves?

USEFUL LINKS

WEBLINKS

- [Bitesize 1](#)
- [Bitesize 2](#)

BOOKS TO READ

- [Everything Volcanoes and Earthquakes](#)
- [Pop-up Volcano](#)

PLACES TO GO

- [World's Volcanoes Virtual Fieldtrip](#)
 - [Visit Royal Museums Greenwich \(the Prime Meridian\)](#)
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GEOGRAPHY

Year 5: Greece

WHY IS IT IMPORTANT?

In this unit, the children are able to draw upon their prior learning about location, landscape, the geography physical and human features of geography and tourism.

This short unit supports and enhances the children's work in History on Ancient Greece.

KEY VOCABULARY

trade	tourism
coastal	migration
island	mainland
climate	weather

HOW COULD I HELP AT HOME?

Talk to your child about the city-states of Ancient Greece. Each city-state ruled itself. Someone living in Sparta would call themselves Spartan first and Greek second. How does this link to our identities today? We are part of many communities, both local and global.

USEFUL LINKS

WEBLINKS

- [Bitesize 1](#)
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BOOKS TO READ

- [Geography Matters: Ancient Greek Civilisations](#)
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PLACES TO GO

- [Visit Greece Virtual Fieldtrip](#)
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GEOGRAPHY

Year 6: Mexico

WHY IS IT IMPORTANT?

This topic enables the children to broaden their place knowledge as they study a place in a different continent. The study of Mexico offers rich opportunities for the children to look at different types of maps and to consider key geographical themes like climate and population. They can compare Mexican cities to St Albans.

By Year 6, the children have amassed a depth of knowledge and skill which allows them to study this complex and changing place.

KEY VOCABULARY

trade	tourism
coastal	migration
island	mainland
climate	weather

HOW COULD I HELP AT HOME?

Talk to your child about where they would like to live in Mexico. Have a look at their chosen place on Google Earth. Why have you chosen that location? What would be the benefits of living there? What would be disadvantages?

USEFUL LINKS

WEBLINKS

- [Bitesize 1](#)
 - [National Geographic Kids](#)
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BOOKS TO READ

- [Munching Churros Mexico](#)
 - [Mexico Travel Kids](#)
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PLACES TO GO

- [Visit Mexico City Virtual Fieldtrip](#)
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GEOGRAPHY

GALLERY

WHY DO CHILDREN SAY?

'I liked learning about where people live in St Albans and where people live in other countries. It was fun learning about people who live in the Amazon Rainforest and how they make their homes.'

Year 1

'After the Geography assembly, I asked my mum if we can go litter picking on the beach in the summer because I want to make sure the animals are safe.'

Year 1

'I liked it when we looked at the different states in North America and used Chromebooks to do our own research in groups. We did a presentation to the class on what we had found out about our state.'

Year 3



