



# Ark John Archer Primary Academy *Geography*



## Geography Curriculum: *Rationale*

The Ark John Archer Geography Curriculum intends to inspire curiosity and fascination about the world and its people, developing a progression of geographical knowledge and understanding about diverse places, people, resources and natural and human environments. While developing a deep understanding of the Earth's key physical features and human processes, pupils learn to explain how the Earth's features at different scales are shaped, interconnected and change over time.

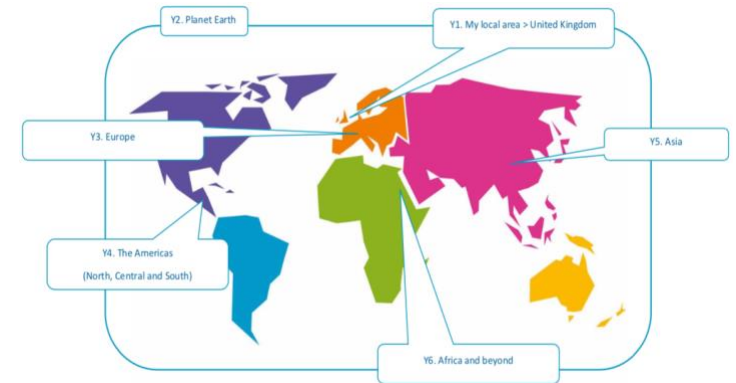
The curriculum has been developed to focus and build on four core areas; place knowledge, locational knowledge, human & physical geography, and fieldwork, with a careful and consistent progression of skills and knowledge that allows the pupil to make the necessary connections to piece their learning together throughout their learning journey. As children progress through the Geography Curriculum, explicit links and connections are made to support pupils to continually build upon the knowledge and skills they have accumulated in previous year groups.

The sequence of learning begins in reception with children learning about the differences between themselves and their peers through fieldwork in their local area and discussion about the changes they observe when exploring the world around them. They will begin their learning journey by discovering more about the local area including the traditions and cultures that make up their community. Their local environment will be a place of nurture as children understand the importance of looking after the environment and how this can impact the world around them, using nature walks and litter picking exercises as examples of taking care of the local area. They will venture out to the seaside, identifying physical geographical features and extending their knowledge of the environment and its importance for society.

In Year one, the learning builds initially on pupils' familiarity with the world around them, providing Year 1 pupils with the opportunity to continue exploring their local environment, identifying differences between the natural and human features of a big city. Part of their learning will allow them to build on the skills they have developed during their time in Early Years and apply them to their learning as they adapt to a formal style of learning. Pupils widen their focus to study the United Kingdom, as their knowledge and understanding of physical and human processes, and the formation of landscapes and environments, broadens. The Geography Curriculum expands furthermore in Year 2 to impart knowledge and understanding of the whole world. Pupils learn to locate the seven continents and five oceans before drawing upon their knowledge base from Year 1 to complete a comparison with a contrasting, non-European location (Kenya).

As they enter Key Stage 2, pupils continue to expand their knowledge beyond the local area, studying the settlements and land use of the United Kingdom and the physical and natural landmarks of European countries. Their study of biomes across the globe allows for comparisons of weather patterns and variations, building a foundation for further climate study at the end of the key stage. They will also learn about Italy through a place knowledge unit, giving them context for where the Roman Empire began, preparing them for their history topics in Year 4. In Years 4 and 5, pupils focus their study on some of the world's largest continents, North and South America, and Asia respectively. They explore the location and characteristics of a range of human and physical features, enhancing their locational and place knowledge. They deepen their understanding of how Earth's features have developed and changed over time and make informed predictions on potential future changes that may occur to alter the landscapes. Pupils in Upper Key Stage 2 perform an in-depth study into the natural characteristics of Asia and the volatile landscape that encompasses volcanoes, earthquakes and tsunamis along the Pacific Ring of Fire. They discover how natural disasters occur and their impact on both the land and human settlements, before completing a final study of global challenges and human impact on the environment – *it is here that pupils have the opportunity to draw together their knowledge from across their primary sequence of learning, making direct reference to prior learning and applying their knowledge to form opinions and personal actions.*

As children develop a secure understanding and ability to independently connect their learning they will be able to speak enthusiastically about their knowledge and conduct research that builds on what they have learnt in the classroom and is applied into society and beyond. Pupils demonstrate perseverance and adopt a relentless approach in their quest for knowledge and understanding, forming their own lines of enquiry and opinions, continually shaping their character and personality.



## **Geography Curriculum: Our Aims**

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- Pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Pupils draw competently upon the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Pupils interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- Pupils communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Geography Curriculum: Our Approach**

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### **Knowledge and memory:**

- *Knowledge organisers:* prior to a unit of study, pupils are given knowledge organisers, allowing them to immerse themselves in the unit of study. Knowledge organisers present main concepts, key questions, definitions of specific vocabulary, significant people and places and images and diagrams to support understanding, and are regularly referred to within a unit and a main component of an introduction lesson. Children are encouraged to read and discuss information, share parts that sparked interest and ask questions; provoking curiosity. Organisers help children to make links with their learning and share the 'bigger picture' of a topic, enabling children to digest essential knowledge.
- *EYFS: Through engaging and cross-curricular topics, children begin to understand and take care of the world around them. Topics are carefully planned to ensure that the diversity of the local community is celebrated and respected.*
- *Significant people and places stickers:* all pupils receive a pack of collectable stickers at the start of each unit of study. These serve as a continual visual reminder of the people and places they have studied across their primary journey.
- *Discovery boxes:* as pupils head off for a half-term or holiday, they each take home a discovery box to engage them in their upcoming unit of study before the learning has even started. These include a range of activities and ideas to feed pupils' curiosity about what they are going to learn, encourage independent research and wider reading, and inspire creativity and joy for learning in the home. All pupils are provided with the materials and resources they need to engage in the crafts and activities, ensuring they are accessible for all children and families.
- *Connections and links:* while we acknowledge that most pupils find difficulty in transferring knowledge and skills from one context to another, explicit connections and references to prior learning are made for pupils throughout a unit to support mastery of the subject across different domains.
- *Wider reading and home learning:* suggested books and websites are shared with parents and pupils at the start of a unit of study to encourage wider reading, independent research and a collaborative approach to learning within the family environment.
- *Vocabulary is knowledge:* as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers take pupils through a deep dive into a few carefully selected words, providing opportunity to orally rehearse, apply in different contexts and construct

sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.

- *Fieldwork*: Children are given the opportunity to explore their local surroundings and further afield as they progress through their learning journey. They will explore and investigate features of interest and significance that link to their current topics as well as developing their geographical skills that support and extend their work in the classroom. Following this, pupils then use their observations and data to analyse their findings.
- *Learning excursions*: opportunities are mapped out for pupils to apply their knowledge acquired and expand their thinking through fieldtrips and linked excursions. These may come at the start of a unit to launch new learning, or throughout a unit to facilitate continually discovery and inspiration for writing.

### **Skills acquisition:**

Geographical skills are incorporated into the planning of each lesson. Throughout the sequence of learning, pupils are provided with the opportunity to build upon skills they have already mastered in order to continually expand their knowledge of the wider world. Skills across the curriculum are split into three main areas; using maps and atlases, compass and grid references and fieldwork. These skills are used throughout multiple units in every year and advance in complexity as the child progresses through the school.

### **Learning Environments:**

The classroom environment is designed to inspire curiosity and fascination about the world and its people. To enable children's knowledge to develop and evolve, the environment grows in complexity throughout the school. Key materials are displayed around the classroom to communicate geographical information throughout the progression of a unit of study:

- *Significant people and places posters*: posters are displayed around the classroom and school in corridors where pupils are exposed to the information daily. These posters have notable people, places and dates that are key to the unit that is being currently studied, providing a point of reference for new knowledge.
- *Driver questions*: classroom displays place the driver question as a focal point for the unit of study. Key materials and exemplary models are displayed on learning walls, demonstrating the learning journey and supporting pupils to see how each lesson is a building block towards answering the driver question.
- *Vocabulary*: key vocabulary to support application of both knowledge and skills are displayed on learning walls and throughout the classroom environment. Pupils are encouraged to make reference to this when completing written tasks and reasoning verbally within class discussions.
- *Maps/atlas*: maps displayed in each classroom provide the opportunity to make reference to prior learning from across the primary curriculum while building upon this with new skills and knowledge. Each classroom has a set of atlases that are increasingly more complex as pupils progress through their primary education.
- *Pupil outcomes and achievements*: pupils are motivated by the opportunity to have an example of their learning displayed within the classroom. Examples are chosen where pupils have demonstrated application of knowledge, progress in understanding and exceptional achievements in their learning.
- *Home learning*: pupils are continually encouraged to engage further with their learning and study while at home and outside of the school environment. Home learning is celebrated during whole-school assemblies and displayed within classrooms / around the school for all pupils to view and celebrate.

### **Assessment:**

- *End of unit test:* At the end of a unit, children complete a test that has been designed by the class teacher to ensure that core knowledge taken from the national curriculum has been retained. These tests increase with complexity throughout the school with older children required to show a depth of knowledge through higher graded questions and a larger mark count.
- *Meetings:* Classes use the first five to ten minutes of a lesson to complete a knowledge based 'meeting' that the teacher uses to recall knowledge from previous lessons in the unit, previous topics that have been studied both in the current academic year alongside topics children have studied in previous years. This ensures that key knowledge is consistently called upon and where there are gaps, the teacher can identify them to re-teach and recap where necessary. The meetings also give an opportunity to incorporate the humanity subject that is not being currently studied so that the subject-specific knowledge and skills are still being used even if it is not being studied during that half-term.
- *Skills Assessments:* The subject lead has identified key skills that should be taught and used within lessons that match the expectations provided in the national curriculum and the AJA curriculum. These skills build throughout the year groups to ensure that children are consistently show progress in their application of skills such as fieldwork, mapwork and human & physical geography. Teachers plan the required skills into their lessons at the beginning of the unit to ensure the expected coverage. They will then use their teacher judgement to assess if the skills have been met to a 'working towards', 'expected' or 'greater depth' standard.
- *Driver question:* at the end of a unit, learning is assessed through pupil response to a 'big question', posing a question that provides pupils with the opportunity to share the knowledge they have retained throughout the unit of study and assess depth of application. Lessons build on the fundamental knowledge and skills needed for children to be able to access and apply their learning at the end of a unit.
- *Moderation:* During the penultimate week of a half term topic, children complete their essay in response to the driver question – a day is dedicated to this across the academy. Pupil responses are moderated to assess knowledge retention and application, ensuring consistency in judgements and correctly targeted feedback and intervention for pupils. Teachers develop a set of criteria for each driver question to allow quantifiable judgement on the standard of the answer and to assess the progress made across the unit.

## Geography: Knowledge Progression Map

	Locational knowledge	Place knowledge	Human and physical geography
Reception	<p><b>The World Around Us</b> <i>How does the world around us shape who we are?</i></p> <ul style="list-style-type: none"> <li>Name the local area.</li> <li>Describe how to get from home to school</li> <li>Name and identify local streets and roads.</li> <li>Understand the concept of travelling to the location of their family's place of heritage using a globe or map.</li> <li>Explain methods of transport around the local area.</li> <li>Begin to describe differences between the homes in the local area and further afield.</li> </ul> <p><b>The Seaside</b> <i>Who lives at the seaside?</i></p> <ul style="list-style-type: none"> <li>Identify where the seaside could be on a map</li> <li>Describe the journey to the seaside.</li> <li>Name popular seaside locations and those local to London.</li> </ul>	<p>Me, Myself &amp; I <i>Who are we and what makes us all different?</i></p> <ul style="list-style-type: none"> <li>Family background.</li> <li>Name and identify the local area and city.</li> <li>Describe personal traditions and culture.</li> </ul>	<p><b>Me, Myself &amp; I</b> <i>Who are we and what makes us all different?</i></p> <ul style="list-style-type: none"> <li>Describe the local community.</li> <li>Describe the makeup of the family.</li> <li>Identify the diversity of the class and their families.</li> </ul> <p><b>The World Around Us</b> <i>How does the world around us shape who we are?</i></p> <ul style="list-style-type: none"> <li>Describe the traditions of their family and how this may differ to others.</li> <li>Identify similarities and differences between food, clothing and language of their classmates.</li> <li>Describe the weather of the local area.</li> </ul> <p><b>Growth, Animals and Plants</b></p> <ul style="list-style-type: none"> <li>Take part in activities that help sustain the local environment.</li> <li>Describe the reasons for looking after the local environment and understand how this helps the planet.</li> <li>Describe actions which people in their own community do that helps maintain the area they live in.</li> </ul> <p><b>The Seaside</b> <i>Who lives at the seaside?</i></p> <ul style="list-style-type: none"> <li>Name the physical features of the seaside.</li> <li>Use geographical vocabulary when referring to physical features.</li> <li>Begin to understand the purpose of the seaside for holidays.</li> <li>Begin to explain the impact of keeping the environment clean on the seaside and ocean.</li> </ul>
Year 1	<p><b>United Kingdom</b> <i>What is the difference between England, Great Britain and the United Kingdom?</i></p> <ul style="list-style-type: none"> <li>Locate the United Kingdom on a World Map and a Globe.</li> <li>Identify the 4 nations that make-up the United Kingdom.</li> <li>Name and identify the capital cities of the United Kingdom.</li> </ul> <p>Locate their own town/city within the United Kingdom.</p>	<p><b>Our Local Area</b> <i>What is it like to live in our local area?</i></p> <ul style="list-style-type: none"> <li>Place local area on a map.</li> <li>Describe local context and appearance.</li> <li>Jobs and industry in the local area.</li> <li>Buildings and structures</li> <li>Entertainment and leisure.</li> </ul> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>	<p><b>United Kingdom</b> <i>What is the difference between England, Great Britain and the United Kingdom?</i></p> <ul style="list-style-type: none"> <li>Patron Saints and flags of the nations of the UK.</li> <li>Mountains and rivers in the UK.</li> </ul> <p>Parliament, ministers and monarchs.</p>
Year 2	<p><b>Planet Earth</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Find the equator and poles on a globe and name the hemispheres.</li> <li>Identify hot and cold areas around the world.</li> <li>Learn about significant explorers and how their findings have shaped the way we see and understand our planet.</li> </ul>	<p><b>Contrasting Location (Africa)</b></p> <ul style="list-style-type: none"> <li>Locate Kenya on a map and Globe.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> </ul>	<p><b>Planet Earth</b></p> <ul style="list-style-type: none"> <li>Explore 7 wonders of the natural world.</li> <li>Compare these to the man made 7 wonders of the world.</li> <li>Capital cities and population sizes.</li> </ul>

<p><b>Year 3</b></p>	<p><b>Europe</b>  <i>Which is most impressive, the physical or natural landmarks of Europe?</i></p> <ul style="list-style-type: none"> <li>• Locate Europe on a World Map, digital world map and a globe.</li> <li>• Locate the Alps and the mountains and rivers of Europe.</li> <li>• Study of Italy (links to the beginnings of the Roman Empire).</li> </ul> <p><b>UK: Settlements and Land Use</b>  <i>What is the land like in the UK and how do we use it?</i></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Identify geographical regions and their identifying human and physical characteristics.</li> <li>• Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>• Understand how these aspects have changed over time.</li> </ul>		<p><b>Climate Zones and Biomes</b></p> <ul style="list-style-type: none"> <li>• Climate: how weather varies around the world.</li> <li>• Identify the number of biomes there are around the world and where can they be found.</li> <li>• Surviving biomes, how settlers have adapted to their environments.</li> <li>• Biome case study – deciduous forest: how have humans utilised the deciduous forest?</li> <li>• Biome case study – grassland: how can grassland be adapted/managed to our benefit?</li> </ul> <p><b>Europe</b>  <i>Which is most impressive, the physical or natural landmarks of Europe?</i></p> <ul style="list-style-type: none"> <li>• Mountain ranges and rivers in Europe.</li> <li>• How our rivers have shaped Europe?</li> <li>• What do the man-made landmarks of Europe tell us about our past?</li> </ul>
<p><b>Year 4</b></p>	<p><b>USA / The Amazon</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on North and South America, concentrating on the environmental regions, key physical and human characteristics, countries, major cities.</li> </ul>	<p><b>The Amazon</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of The Amazon.</li> </ul>	<p><b>The Amazon</b></p> <ul style="list-style-type: none"> <li>• Understand the environmental regions, key physical and human characteristics of the Amazon River and Rainforest.</li> </ul>
<p><b>Year 5</b></p>			<p><b>Asia: Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Explore the physical Geography of Asia.</li> <li>• Volcanoes and tectonic plates.</li> <li>• Case studies into Mount Fuji, the Pacific Ocean and the ring of fire.</li> </ul>
<p><b>Year 6</b></p>	<p><b>Mapping the World</b></p> <ul style="list-style-type: none"> <li>• 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 (day and night).</li> </ul>		<p><b>Global Challenges</b></p> <ul style="list-style-type: none"> <li>• Types of settlement and land use.</li> <li>• Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• Explore some of the global challenges facing the world today including (deforestation, climate change and the need for sustainable living).</li> </ul>

## Geography: Skills Progression Map

	Map and Atlas Work	Fieldwork and Observation	Investigation	Locational Awareness	Human and Physical	Presenting Findings
<b>Reception</b> <i>Me, Myself &amp; I</i> <i>The World Around Us</i> <i>Growth, Animals and Plants</i> <i>The Seaside</i>	<p>Using a UK map, identify the local area and the four different countries.</p> <p>Identify the location of the seaside.</p>	<p>Observe changes over time in the local area.</p> <p>Undertake litter picking and environmental clean-up.</p> <p>Use simple fieldwork at the seaside to explore physical geography.</p>	<p>Investigate patterns and changes in the world around us.</p> <p>Investigate the similarities and differences between members of the local community.</p>	<p>Name and locate the local area.</p> <p>Describe methods of transport for getting around the local area and to the seaside.</p> <p>Locate London on a map of the UK.</p>	<p>Understand that different people have different traditions, beliefs and cultures and this should be respected.</p> <p>Understand the impact that human activity has on the environment and how this can impact the local area or areas further afield such as the seaside.</p> <p>Apply knowledge of the environment to keep the local area clean.</p>	<p>Begin to record findings in a simple way from investigations that have taken place.</p> <p>Use some technology to support recording findings.</p>
<b>Year 1</b> <i>Our Local Area</i> <i>The UK</i>	<p>Using world maps, atlases and globes to identify the United Kingdom and their countries as well as other countries, continents and oceans.</p>	<p>Observe and record information about the local area.</p> <p>Children to explain information collected in pictures.</p> <p>Study aerial photographs of the school and local area.</p> <p>Create a simple map.</p>	<p>Pose simple questions about their local area and create a simple investigation to explore this.</p>	<p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Identifying the human and physical features of the United Kingdom and exploring climate and weather.</p>	<p>Reflecting on their understanding of Geographical skills throughout units and presenting it to their peers using pictures and simple explanations.</p>
<b>Year 2</b> <i>Planet Earth</i> <i>Contrasting Location: Kenya</i>	<p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Observe and record features in the locality and discuss features of the local landscape.</p>	<p>Carrying out investigations using symbols, subject-specific vocabulary and beginning to create simple conclusions based on results and first-hand observation.</p>	<p>Exploring the similarities and differences of the human and physical Geography of a small area of a contrasting non-European country.</p>	<p>Identifying daily and seasonal patterns and exploring the location of hot/cold areas in the world and explaining weather and climate.</p>	<p>Reflecting on their understanding of Geographical skills and presenting it to their class using simple technology.</p>
<b>Year 3</b> <i>Europe</i> <i>Climate Zones and Biomes</i> <i>UK: Settlement and land use</i>	<p>Using digital and computer mapping to locate countries and describe features.</p>	<p>Take and analyse photos of land use in the local area, making observations.</p> <p>Use a compass to locate key examples of land use.</p> <p>Use the school grounds to create environmental and weather surveys.</p> <p>Use collected data to conclude and compare with varying climates.</p>	<p>Carrying out an investigation and collate information appropriately to formulate a conclusion.</p>	<p>Offering explanations for the similarities and differences between some regions and Europe using photos, information sheets and Google Earth.</p>	<p>Compare and contrast human and physical features and eco-systems e.g. biomes of a local, European and global case study.</p>	<p>Reflecting on their understanding of Geographical skills and presenting it to their class using sources to support.</p>



<p><b>Year 4</b> <i>Amazon: Rivers and Rainforests</i> <i>The USA</i></p>	<p>Exploring Ordnance Survey Maps and using symbols and keys to build their knowledge of the United Kingdom and the world.</p>	<p>Carry out fieldwork in a group in the local area using selected techniques e.g. participate in a group to create a river in the playground.</p> <p>Collect data from the local area and river to analyse and compare with a contrasting area.</p> <p>Present data using a variety of methods so that conclusions can be drawn and discussed.</p>	<p>Exploring the structure of an investigation write-up and making simple evaluations.</p>	<p>Making distinctions and connections between two distinct locations and being able to articulate the impact this has on its population.</p>	<p>Establishing an understanding of the interaction between human and physical processes e.g. The Amazon Rainforest.</p>	<p>Reflecting on their understanding of Geographical skills and presenting these using a range of sources to other year groups and adults.</p>
<p><b>Year 5</b> <i>Asia: Volcanoes and Earthquakes</i></p>	<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies and use fieldwork to observe, measure, record and present the human and physical features in the local area. Develop use of four and six digit grid references.</p> <p>History: Take photographs and collect data from the surrounding and local areas to compare with life in a different time.</p>	<p>Presenting investigation including evaluation findings using a range of simple graphs and digital sources.</p>	<p>Locating and describing physical environments in the UK such as coastal environments and significant rivers and mountains. Gaining an awareness of environmental issues.</p>	<p>Describing climate zones, biomes and vegetation belts and key aspects of physical geography e.g. volcanoes, earthquakes and the water cycle.</p>	<p>Reflecting on their understanding of Geographical skills and sharing their knowledge with their class and other year groups and adults.</p>	
<p><b>Year 6</b> <i>Global Challenges</i> <i>Mapping the Earth</i></p>	<p>Planning and carrying out fieldwork to collect appropriate data and more specifically using six-figure grid references and Ordnance Survey Maps in the classroom and the field to identify patterns.</p> <p>Undertake traffic surveys of the local area and analyse the findings when connecting to wider issues e.g. climate change and needs of those in the local area.</p> <p>Produce graphs and charts of findings to present and evaluate.</p> <p>Use compass directions, grid references, symbols and keys to create a map of the local and surrounding area.</p> <p>Use collected data including views and opinions to develop individual beliefs and ideas for change.</p>	<p>Using appropriate techniques e.g. surveys, photos and interviews and presenting their findings and evaluating the effectiveness of their techniques.</p>	<p>Locating major cities and countries of Europe and North/South America on physical and political maps and debating environment issues.</p>	<p>Describing key aspects of human geography e.g. trade links, natural resources and the distribution of natural resources and comparing these aspects worldwide.</p>	<p>Reflecting on their understanding of Geographical skills and sharing their knowledge with their class and the local community and choosing the mode of their presentation independently.</p>	

**Geography: Unit Overview**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Reception	Me, Myself & I	The World Around Us		Growth, Plants and Animals	The Seaside
Year 1	My Local Area			The United Kingdom	
Year 2			Planet Earth		Contrasting Location: Kenya
Year 3	UK: Settlement and Land Use		Europe: Mountains Italy Case Study	Climate Zones and Biomes	
Year 4			Amazon: Rivers and Rainforests		The USA
Year 5			Asia: Volcanoes and Earthquakes		
Year 6		Global Challenges		Mapping the World	