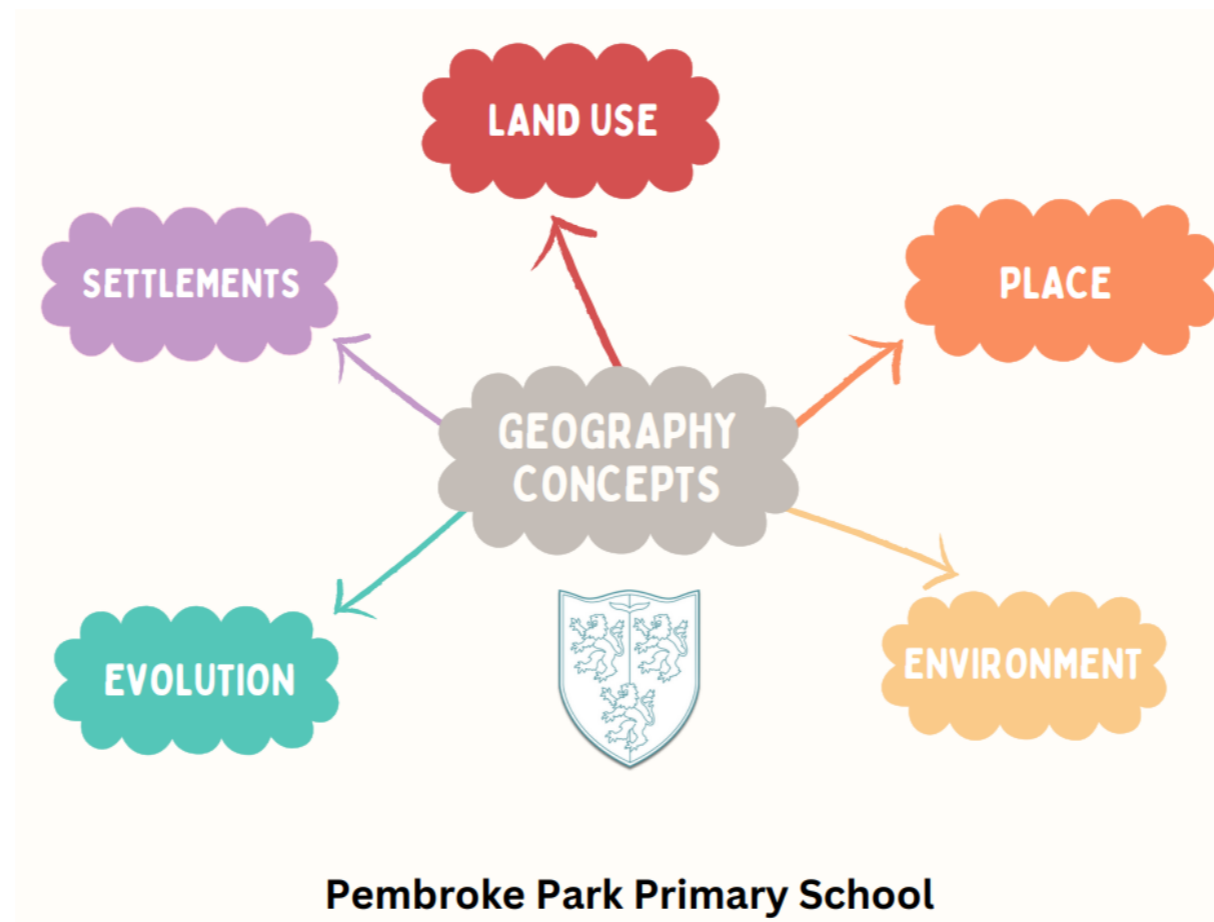


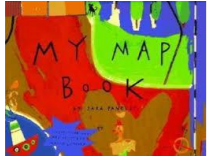

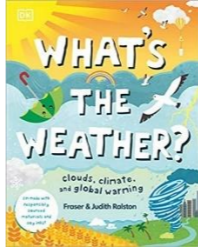

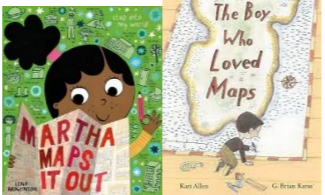


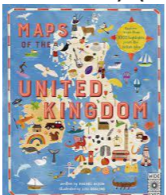
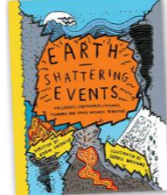
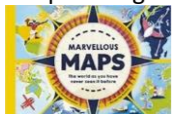

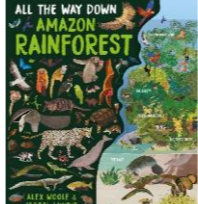
“Geography is the tapestry that weaves the world together.”

How is this subject taught and why? Geography is taught weekly and alternates termly with History to allow a broad and balanced coverage of all National Curriculum subjects. We choose to teach weekly rather than “block” as we know from learning theory that regular retrieval and revisiting of prior learning strengthens recall over time. In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Rationale for using a “scheme of learning”: We use Twinkl as our main source of learning because Twinkl offers a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children’s geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.



Long term plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>All about me EYFS 1 Talk about what they see, using a wide vocabulary. School, buildings, field, trees, hill, playground. EYFS 2 Children understand that some places are special to members of their community.</p>	<p>A walk in the woods EYFS 2 They will learn to describe what they see, hear and feel whilst outside. Children can identify some features of our school environment and suggest how they might vary from another. Children will learn about special places and people related to Christmas.</p>	<p>People who help us EYFS1 Show interest in different occupations. Post person, police officer, doctor, nurse, vet, teacher, dentist. EYFS 2 They will know that there are special people who help us stay healthy through life; midwives, doctors, nurses, dentists etc.</p>	<p>Farmyard Frolics EYFS1 Talk about the weather they can see/feel, using a wide vocabulary. Hot, cold, foggy, rainy, sunny, snowy, frosty, windy. EYFS 2 Children will compare/contrast our buildings with those in far- away places. Children can recognise some environments that are different to the one in which they live. E.g farm vs town Children will talk about pets at home and animals on farms and suggest similarities and differences between where they live (town vs countryside). Children recognise some similarities and differences between life in this country and life in other countries</p>	<p>Wonderful World EYFS1 Know that there are different countries in the world, and some are very far away. England, Australia, Ghana, North pole, Talk about differences in the countries around the world from photos and experiences. EYFS 2 Children can suggest ways to help look after our planet. They will begin to understand the effect of changing seasons/climate on the natural world around them. Children will compare/contrast our environment with polar regions and desert regions. Children can identify and name some animals from hot and cold places. Children know that weather can be different in different countries.</p>	<p>Beside the seaside EYFS1 Children talk about different places from their experiences (woodland with trees, beach with sand and sea, town with shops) EYFS 2 Children can draw information from a simple map and construct their own simple map representations and journey sticks.</p>
Y1	<p>Our school – Local study (Twinkl) Outcome: Spiral of location </p>		<p>The UK – Our Country (Twinkl) Outcome: Make a book </p>		<p>Weather – Wonderful weather (Twinkl) Outcome: Film a weather report </p>	
Y2	<p>What a wonderful world (Twinkl) Outcome: Letter to Earth </p>		<p>Magical Mapping (Twinkl) School Outcome: Design a Pirate Map </p>		<p>Africa (Twinkl) Lila and the Secret of Rain One Day Savannah Outcome: Information Text / Diary entry </p>	
Y3	<p>The UK (Twinkl) Outcome: Double page spread (provide map) </p>		<p>Land use – Twinkl Outcome: Design a map of local area Mapping –Local area (to include Old Sarum) (field work) </p>		<p>Extreme Earth (Twinkl) Outcome: Information text </p>	
Y4	<p>All around the world – Mapping (Twinkl) Outcome: double page spread on visiting one of the polar regions. </p>		<p>Somewhere to settle (Twinkl) Outcome: Persuasive letter to settle </p>		<p>Rain forests (deforestation) Outcome: Balanced argument </p>	

<p>Y5</p>	<p>Eastern Europe (Twinkl) Outcome: Information text</p> 		<p>Marvellous maps (Twinkl) Outcome: Instructions – how to use an atlas</p> 		<p>Magnificent mountains (Twinkl) Outcome: Double page spread</p> 	
<p>Y6</p>	<p>The amazing Americas (Twinkl) Outcome: Information text (subheadings)</p> 		<p>Our Changing World Outcome: Key Question essay</p> 		<p>Raging rivers (Twinkl) Outcome: Double page spread</p>  	

KS1	LKS2	UKS2
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<p>Locational Knowledge</p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> 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; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ol style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
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<p>Place Knowledge</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ol style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children can:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
		<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Year 1

UNIT OVERVIEWS

Our school – local study	<ul style="list-style-type: none">• To develop knowledge of the location of significant places in the context of children’s own locality.• To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality.• To understand sense of place in relation to home and school in the context of children’s own locality/school.• To use simple fieldwork and observation skills to study the school• To devise a simple map and use basic symbols in a key.• To describe the location of features and routes on a map in the context of children’s own locality/school.• To develop and follow directional vocabulary in the context of children's own environment.• To recognise a range of map symbols and understand their use.
The UK – Our country	<ul style="list-style-type: none">• Name the four countries of the UK, capital cities and surrounding seas.• Begin to know the differences between town and country locations.• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.• Begin to know simple features of the countries of the UK.• Use aerial photographs to recognise basic human and physical features.• Produce a journey line.• Describe human and physical features of the capital city London.• Use internet mapping programmes to observe aerial views.• Compare the capital cities London and Brasilia.• Use world maps and globes to begin to locate some continents and countries.
Wonderful weather	<ul style="list-style-type: none">• Name weather types in the UK.• Identify daily changes in weather.• Identify seasonal changes across a year.• Recognise weather symbols.• Use world maps and globes to identify the UK and begin to locate other countries.• Explain some dangers of the weather.• Locate hot and cold countries of the world.• Make comparisons between different places studied.• Make simple observations about the weather in the UK.• Use basic subject specific vocabulary.• Ask simple geographical questions.• Develop presentation skills.

<p>Year 1 – Our school</p> <p>By the end of this block you will have achieved the following National Curriculum outcomes</p>	<ul style="list-style-type: none"> begin to recognise familiar places in their local area; use simple compass directions (NESW); recognise basic map symbols and begin to understand the need for a key; make simple observations about the geography of the classroom and school; 	<ul style="list-style-type: none"> write an address appropriately; use aerial photographs to recognise basic human and physical features; use simple fieldwork skills to study the geography of the school; ask simple geographical questions. 	<ul style="list-style-type: none"> use maps and plan a route;
<p>Other curriculum areas covered</p>	<ul style="list-style-type: none"> Links to NSEW in mathematics 		
<p>Key vocab</p>			
<p>Session 1</p>	<p>LO: To understand where I live in the local area.</p> <p>Share the book My Map Book. Spend time looking at the page – map of my neighbourhood. Discuss where we live – Salisbury, Wiltshire, England.</p> <p>You do: Children to draw a picture of where they live. LA – to draw their house. MA+ - to draw other features near their house.</p>	<p>Declarative knowledge</p> <p>I live in Salisbury. Salisbury is a city in Wiltshire. I live in England. I live on planet Earth</p>	
<p>Session 2</p>	<p>LO: To understand the purpose of a map.</p> <p>Do now: I live in the city of ... Share various examples of maps with the children. Look at a world map, local map, google maps ect. Explain that maps are often an image looking from above, and show identifiable features e.g. landmarks, buildings, rivers. Teach children about the use of a key.</p> <p>You do: create a map of the classroom from an aerial view – label the key features. Create a key with at least one symbol. Children could draw/collage.</p>	<p>Declarative knowledge</p> <p>Maps can be drawings or models. Maps help you to find where you are and where you are going.</p>	<p>Procedural Knowledge</p> <p>To use observational skills to create an aerial view of the classroom.</p>
<p>Session 3</p>	<p>LO: To draw a simple map of the school.</p> <p>Do now: The country I live in is... Class to go on a walk around the school building, looking at the human and physical features. Discuss a geographer using observational skills to make the map accurate. Study an aerial view on the school using Google Maps. What are the key features we can see? Are these features human of physical features?</p> <p>You do: Children to draw an aerial map of the school using a key, labels, colour and a title.</p>		<p>Procedural Knowledge</p> <p>To identify 3 areas in my school by using an aerial plan. To use a key to identify features. To show human and physical features on the map.</p>
<p>Session 4</p>	<p>LO: To identify key features of the area around my school</p> <p>Fieldwork: Children to go on walk up and down Devizes Rd. To use clipboards to draw key landmarks on their map using observational skills to include, pub, cemetery, school, bus stop ect.</p> <p>You do: Return to school for children to create a map using the data they have collected.</p>		<p>Procedural Knowledge</p> <p>To use simple fieldwork and observational skills to devise a map. To show human and physical features on the map. To identify key features of my local area. To include a key on the map,</p>
<p>Session 5</p>	<p>LO: To name the 4 points of a simple compass.</p> <p>Do now: Complete the key by adding symbols. (Hide a treasure chest (box with something exciting in the school grounds and create a treasure map before the lesson) Introduce children to a compass. Teach about the 4 points of a compass. Practice calling the compass points for children to turn to. Outside give simple instructions e.g. 5 steps North, 4 steps West.</p> <p>Children take turns in pairs instructing partners using directional language. Reveal treasure map to children – we need to follow the map using our compass to find the treasure!</p>	<p>Declarative knowledge</p> <p>The are 4 compass points – North, South, East and West.</p>	<p>Procedural Knowledge</p> <p>Use simple compass directions are locational language.</p>

End of unit outcome: To create a 'Where do I Live?' flip pack.

Share the book Me on a Map with children.



<p>Year 1 – The UK/Our country</p>	<p>To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>		
<p>By the end of this block you will have achieved the following National Curriculum outcomes</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of comparing Brasilia with London.</p>		
<p>Key vocab</p>	<p>Town - A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city. Countryside - Land that is not in towns or cities. Sometimes there are small settlements (like hamlets and villages) there. The countryside has lots of farmland and often has woodland. Pro – The positives of something Con – The negatives of something Country - An area of land with its own government, rules and borders. UK - The United Kingdom. It is made up of four countries: England, Scotland, Wales and Northern Ireland.</p>		
<p>Session 1</p>	<p>LO: to understand the differences between a town and the countryside</p>	<p><u>Declarative knowledge</u> Town - A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city. Countryside - Land that is not in towns or cities. Sometimes there are small settlements (like hamlets and villages) there. The countryside has lots of farmland and often has woodland.</p>	<p><u>Procedural Knowledge</u> To use key vocabulary to identify similarities and differences between a town and the countryside.</p>
<p>Session 2</p>	<p>LO: to name and locate the four countries and capital cities of the UK</p>	<p><u>Declarative knowledge</u> To name the 4 countries within the UK. To name the 4 capital cities in the UK.</p>	<p><u>Procedural Knowledge</u> To locate the four countries and the capital cities of the UK on a map.</p>
<p>Session 3</p>	<p>LO: to understand and interpret images using an aerial view.</p>		<p><u>Procedural Knowledge</u> To understand a journey line. To identify an image using aerial view and explains what it shows.</p>
<p>Session 4</p>	<p>LO: to identify characteristics of the four countries and capital cities of the UK</p>	<p><u>Declarative knowledge</u> To name key features of the countries of the UK.</p>	<p><u>Procedural Knowledge</u> To identify key features of the countries of the UK using ariel view photographs.</p>
<p>Session 5</p>	<p>LO: to explain what London is like</p>	<p><u>Declarative knowledge</u> London is the capital city of the UK. To explain key features of the capital city.</p>	<p><u>Procedural Knowledge</u> To identify London on a map.</p>

Session 6	LO: to compare two capital cities.	Declarative knowledge Brasilia is the capital city of Brazil.	Procedural Knowledge To compare 2 capital cities – identifying similarities and differences.
End of unit outcome:			
Year 1 – Wonderful weather	To identify daily weather patterns in the context of the weather of the UK. To understand seasonal weather patterns in the context of the weather of The UK. To identify daily weather patterns in the UK (Weather Forecasting).		
By the end of this block you will have achieved the following National Curriculum outcomes	To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand the human/physical geography of a cold area of the world in the context of the Arctic.		
Key vocabulary			
Session 1	LO: to identify daily weather patterns	Declarative knowledge To name different types of weather. To understand what the weather is like in our country.	Procedural Knowledge To observe the weather where we live.
Session 2	LO: to understand seasonal weather patterns.	Declarative knowledge There are four seasons: winter, spring, summer and autumn. To know which months fall into which season. To name the common weather patterns for each season.	Procedural Knowledge To describe how weather affects us.
Session 3	LO: to forecast daily weather patterns	Declarative knowledge To understand what a weather forecast shows.	Procedural Knowledge To identify key features of the countries of the UK using ariel view photographs.
Session 4	LO: to understand the dangers of weather.	Declarative knowledge Weather can be dangerous	
Session 5	LO: to understand some climates are hot and some climates are cold	Declarative knowledge Countries closest to the equator have hot climates. Countries furthest from the Equator have cold climates.	Procedural Knowledge To identify the location of hot and cold areas of the world in relation to the equator and North and South Pole on a map/atlas.

Session 6	LO: to understand the human and physical geography of cold climates.	<u>Declarative knowledge</u> To name a cold climate. To name key features of a cold climate.	<u>Procedural Knowledge</u> To locate countries with cold climates on a map. y
End of unit outcome:			

Year 2

UNIT OVERVIEWS

What a wonderful world	<ul style="list-style-type: none"> • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it?
Magical Mapping	<p>Name different types of maps and explain some key features of maps.</p> <ul style="list-style-type: none"> • Draw a simple sketch map of the school and local area. • Name the four points of a compass. • Plan a simple route around the local area using key vocabulary. • Identify map symbols. • Use an atlas to locate the four countries of the UK, capital cities and other key places. • Use an atlas to locate the seven continents of the world. • Use an atlas to locate the five major oceans of the world.

	<ul style="list-style-type: none"> • Use aerial photographs to ‘view from above’ and recognise basic human and physical features • Ask geographical questions – Where is it? What is this place like? How near/far is it?
Sensational Safari	<ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. • Begin to understand the importance of tourism to Kenya. • Draw a freehand map of Kenya. • Draw a map of a national park and begin to consider the location of key features. • Identify animals that live in Kenya and begin to explain the concept of ‘endangered species’. • Confidently use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks in Kenya. • Ask geographical questions – Where is it? What is this place like? How near/far is it?

Year 2 – What a wonderful world	<p>To name and locate the world’s seven continents and five oceans.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. in the context of the geography of the world.</p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p>		
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage</p> <p>To name and locate the world’s seven continents and five oceans, in the context of a case study approach about Europe</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>		
Key Vocab:			
Prior learning links			
Session 1	<p>LO: To name and locate the continents of the world.</p> <p>Do now: Write down your address starting from your house, all the way to planet earth/universe.</p> <p>Read the book – We Are Here by Oliver Jeffers.</p> <p>Show chn a globe – discuss that the world is spherical.</p> <p>Look at each of the 7 continents in more detail – climate, animals, land type.</p> <p>You do: Identify the 7 continents on a map – label and illustrate with pictures reflective of each continent.</p>	<p>Declarative knowledge</p> <p>The world is spherical.</p> <p>There are 7 continents in the world – Asia, Africa, North America, South America, Antarctica, Europe and Australasia.</p> <p>We live in Europe.</p>	<p>Procedural Knowledge</p> <p>Use world maps and globes to identify countries and continents.</p>
Session 2	<p>LO: To name and locate the oceans of the world.</p> <p>Do Now: Name the 7 continents.</p>	<p>Declarative knowledge</p> <p>There are 5 oceans in the world – Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p>	<p>Procedural Knowledge</p> <p>Use world maps and globes to identify oceans.</p>

	<p>Look at the oceans page from We Are Here.</p> <p>Identify the oceans on the globe and look at aerial photographs of the oceans.</p> <p>You do: update map to add the 5 oceans onto map from previous lesson – add a fun fact flap to each of the 5 oceans.</p>	70% of the Earth's surface is water.	
Session 3	<p>LO: To understand the location of hot and cold countries around the world in the relation to the Equator and the North and South Poles.</p> <p>Do Now: Which continent do we live in?</p> <p>Teach children about the equator and look at the climates of countries close to the equator – which animals might you see there? Repeat with countries with colder climates.</p> <p>You do: chn to write a recount of visiting the either a country on the equator or the south pole. How did they feel? What could they see? What were they wearing?</p>	<p>Declarative knowledge</p> <p>The equator is an imaginary line that divides the Northern and Southern Hemisphere.</p> <p>Countries close to the equator have very hot climates.</p> <p>Countries furthest from the equator have very cold climates.</p> <p>Different animals live in locations based on the climate.</p>	
Session 4	<p>LO: To locate the continent, we live in and describe some of the key features.</p> <p>Do Now: What are the 4 countries in the UK called?</p> <p>Recap the 7 continents. Locate Europe on the map and zoom into England. Look at the whole of the Europe, does anyone know any other countries in Europe?</p> <p>Task:</p>	<p>Declarative knowledge</p> <p>The UK is part of Europe.</p> <p>To locate Europe on a World Map.</p> <p>To name other countries in Europe.</p>	<p>Procedural Knowledge</p> <p>Use world maps and globes to identify the UK, countries and continents.</p>
Session 5 and 6	<p>LO: To understand the world is spherical.</p> <p>Task: To use papier mâché to create a globe with labelled oceans and continents.</p>	<p>Declarative knowledge</p> <p>To apply our knowledge to create a world globe including 7 continents, 5 oceans, Equator, North and South Pole, our location and key features from around the world.</p>	
<p>End of unit outcome: To write a letter to the Earth</p> <p>Introduce the book Dear Earth and read to the children.</p> <p>Explain task of children writing their letter to the Earth, drawing on knowledge learnt within this unit. Where would they like to visit?</p>			
<p>Year 2 – Magical mapping</p> <p>By the end of this block you will have achieved the following National Curriculum outcomes</p>	<p>To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment</p> <p>To devise simple maps and use & construct basic symbols in a key</p> <p>To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</p> <p>To name and locate the world's seven continents and five oceans in the context of the developing atlas skills.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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 in the context of aerial photographs.</p> <p>To use basic geographical vocabulary to refer to key human and physical features.</p> <p>To name and locate the world's seven continents and five oceans in the context of developing map skills.</p>		
Key Vocabulary			

Prior learning links			
Session 1	LO: to draw a simple sketch map	<u>Declarative knowledge</u> To map represents an area of land. A key shows key features of a map	<u>Procedural Knowledge</u> To use a key to identify key features of a map.
Session 2	LO: to use simple compass directions	<u>Declarative knowledge</u> There are four points on a compass: North, South, East and West.	<u>Procedural Knowledge</u> To use simple compass directions and locational and directional language to describe the location of features and routes on a map. To plan a route of the local area.
Session 3	LO: to construct basic symbols in a key	<u>Declarative knowledge</u> An Atlas helps us to locate places within the world.	<u>Procedural Knowledge</u> To use an atlas to find places in the UK.
Session 4	LO: to recognise landmarks and basic human and physical features on the UK	<u>Declarative knowledge</u> An aerial photograph shows an image from above. Human features are man-made. Physical features occur naturally.	<u>Procedural Knowledge</u> To use simple fieldwork and observational skills to study the school grounds, identifying the key human and physical features.
Session 5	LO: to create a map showing human and physical features.		<u>Procedural Knowledge</u> To apply the observational fieldwork and create a map showing both human and physical features.
Session 6	LO: to map the oceans and seas.	<u>Declarative knowledge</u> There are 5 oceans:	<u>Procedural Knowledge</u> To use geographical vocabulary to explain human and physical features of the oceans.
End of unit outcome:			


Year 2 – Sensational safari	<p>To name and locate the world’s seven continents and five oceans in the context of Africa (Kenya). To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). To devise simple maps in the context of Africa (Kenya)</p>		
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya. To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves). To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya (Maasai). To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya and the UK (my locality).</p>		
Key Vocabulary			
Prior learning links			
Session 1	LO: to name and locate Africa and Kenya	Declarative knowledge Kenya is a country in Africa	Procedural Knowledge To identify Kenya on a world map. To use an atlas to identify Kenya within Africa.
Session 2	LO: to understand what life is like for people living in Kenya	Declarative knowledge Kenya has a hot climate. Many children have to walk a long way to get to school. There are some tribes in Kenya.	Procedural Knowledge To compare life in Kenya to life in England.
Session 3	LO: to identify human and physical features of Kenya.	Declarative knowledge There are many national parks in Kenya. To understand what a national park is.	Procedural Knowledge To use a map to locate national parks within Kenya from their physical features.
Session 4	LO: to understand the main animals that live in Kenya	Declarative knowledge To know the main animals that live in Kenya.	Procedural Knowledge To identify key features of the physical geography in relation to the animal’s habitats.
Session 5	LO: to understand about the Maasai tribe.	Declarative knowledge The Maasai is a tribe who live in Kenya.	Procedural Knowledge To compare and contrast life in the Maasai tribe to their own lives.
Session 6	LO: to compare life in Kenya to life in the UK.		Procedural Knowledge To observe photographs and ask questions to find out about a place. To compare their life to the life of a child from Kenya.
End of unit outcome:			

Year 3

UNIT OVERVIEWS

The UK	<ul style="list-style-type: none">• locate the countries that make up the UK on a map;• name the capital cities of the countries of the UK;• label the key cities in the UK on a map;• name the seas surrounding the UK;• name some of the UK's main rivers;• find the names of seas on a map;• explain what a county is;• find their county on a map;• find areas of higher ground on a map of the UK;• name some areas of higher ground in the UK;• explain who first settled in London;• describe some ways that London has changed since AD 43;• find London on world and UK maps;• describe how the UK population has changed over time;• identify where some immigrants to the UK came from;• identify similarities and differences between their daily routine and that of a child from another historical period.
Land Use	<ul style="list-style-type: none">• Explain the purpose of a sketch map.• Identify the features of a sketch map.• Identify important landmarks in the local area.• Explain the purpose of symbols on a map.• Use symbols and a key to annotate a map.• Name landmarks we might see in a chosen area.• List ways we use land in the UK.• Describe an area as urban or rural.• List different types of rural spaces.
Extreme Earth	<ul style="list-style-type: none">• name the layers that make up the Earth;• name the key parts of a volcano;• show where most volcanoes are found;• explain how to keep safe during an earthquake;• describe a tsunami;• describe the damage caused by a tsunami;• explain how tornadoes form;• describe how scientists collect data about storms.

Year 3 – The UK	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of the UK.		
By the end of this block you will have achieved the following National Curriculum outcomes	To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the UK's rivers and seas. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of UK counties. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK hills and mountains To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains		
Key Vocabulary			
Prior learning links			
Session 1	<p>LO: To name and locate the countries and cities of the UK. Do Now: Name the 7 continents. Recap the continents from Y2, the UK is part of Europe. Look at map of the UK and use the 8 compass points to describe their locations. Use atlases to locate the countries and capital cities of the UK.</p> <p>You do: children to label counties and capital cities on a map of the UK. Annotate 3 key facts about each of the countries, children can use iPads/books to research these, around the map. Children to include a drawing of the flag for each country.</p>	<p>Declarative knowledge There are 4 countries within the United Kingdom – England, Scotland, Wales and Northern Ireland.</p> <p>Name the capital cities within the UK .</p>	<p>Procedural Knowledge To use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>Label the key cities on a map.</p>
Session 2	<p>LO: To name and locate the main rivers and seas of the UK. Do Now: write your home address. Teach children the names of the main rivers and seas of the UK, and using atlases, children plot these onto their map of the UK from the previous lesson/new map if needed.</p> <p>Fieldwork: using Google Maps identify local river to Pembroke Park. Walk to the River Avon (to Stratford Bridge), and children to sketch a picture map of what they can see – river, bridge, fields, path, surrounding buildings. Challenge: include a key using the knowledge gained in previous years.</p>	<p>Declarative knowledge Name the seas surrounding the UK.</p> <p>Name some of the UK's main rivers</p>	<p>Procedural Knowledge Identify rivers and seas linked to the UK using an atlas.</p>
Session 3	<p>LO: To name and locate some of the counties of the UK. Do Now: Name the 5 oceans of the world. Discuss the meaning of a county. Look at Wiltshire on a map, explore our location within the county and look at the names of surrounding counties. Discuss traditions of Wiltshire, what is Wiltshire famous for? Which other counties have people visited?</p> <p>You do: Children to have a map of all of the counties, colour Wiltshire and it's surrounding counties, locating Salisbury within the map and all the capital cities of the UK. Children to then select a county and write a series of clues using compass point directions for a partner to guess the county. E.g. This county is north west of Dorset. Children to write a set of clues for 3 counties within the UK and then share clues for a partner to guess.</p>	<p>Declarative knowledge The countries within the UK are made up of smaller regions called counties.</p> <p>We live in the county of Wiltshire.</p>	<p>Procedural Knowledge Use an atlas to locate Wiltshire and the surrounding counties.</p> <p>To use the 8 compass points to describe the location of a county.</p>
Session 4	<p>LO: To locate areas of higher ground using a map or atlas. Do Now: Name the 5 oceans of the world. can name and locate areas of high ground in the UK. Using an atlas, look at a map of England, locate areas of higher ground. What could this look like in a key. Discuss the UK's 3 highest peaks. Show some photos and footage of Ben Nevis and locate on a map.</p> <p>You do: create an information text about Ben Nevis, children to research facts from books/iPads. Information text to include pictures and subheadings.</p>	<p>Declarative knowledge Find areas of higher ground on a map.</p> <p>Name the 3 highest peaks in the UK.</p>	<p>Procedural Knowledge Use an atlas to locate areas of higher ground in the local area.</p> <p>Use an atlas to locate the 3 highest peaks in the UK.</p>
Session 5	<p>LO: To identify how London has changed over time. Do Now: write 3 facts about the Great Fire of London. Look at photographs of London now and compare with photographs of London across time. Use comparative language to identify similarities and differences.</p> <p>You do: Children to create a model of London (3D model templates on Twinkl), then discuss which time period their building was from. Using google map and other maps of London, create a 3D map of London including important features, road names and rivers.</p>	<p>Declarative knowledge The Romans were the first people to settle in London.</p> <p>Describe 3 changes in London since AD 43.</p>	<p>Procedural Knowledge Locate London on a map.</p>

		Know how the population of London has changed over time	
Session 6	End of unit outcome: Double page spread about the UK Children to create a double page spread, using subheadings to conclude their learning. All children to have a map to include in their work.		
End of unit outcome:			
Year 3 – Land use	To describe and understand key aspects of human geography including land use in the context of using sketch maps. To 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 in the context of drawing a sketch map.		
By the end of this block you will have achieved the following National Curriculum outcomes	Describe and understand key aspects of human geography including land use in the context of using keys and legends. Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map. Use maps and atlases to describe land use in the context of thinking about urban and rural areas. Use maps and atlases to describe land use in the context of thinking about agriculture.		
Key Vocabulary			
Prior learning links			
Session 1	LO: To describe and understand key aspects of human geography including land use in the context of using sketch maps.	Declarative knowledge To describe and understand key aspects of human geography including land use.	Procedural Knowledge To use a simple sketch map to show how land is used. To draw a simple sketch map.
Session 2	LO: To use a key.	Declarative knowledge To understand the purpose of a key to demonstrate land use.	Procedural Knowledge To use a key on a map to show how land is used.
Session 3	LO: to use fieldwork to record human features in the local area.	Declarative knowledge To understand what human features are when looking at land use.	Procedural Knowledge To observe, measure, record and present human features in the local area. To create a simple map from your findings to demonstrate land use in the local area.
Session 4	LO: to use fieldwork to record human features in the local area (continued).	Declarative knowledge To understand what human features are when looking at land use.	Procedural Knowledge To observe, measure, record and present human features in the local area. To create a simple map from your findings to demonstrate land use in the local area.
Session 5	LO: To use maps and atlases to describe land use.	Declarative knowledge To understand and define rural and urban areas.	Procedural Knowledge To use maps and atlases to describe land use in the context of rural and urban areas of the UK.
Session 6	LO: to describe land use in relation to agriculture.	Declarative knowledge To define agricultural land use.	Procedural Knowledge To use maps and atlases to describe land use in the context of agriculture.

		Explain how land is used for different types of farming.	
End of unit outcome:			

Year 3 – Extreme Earth	To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. To describe and understand key aspects of physical geography in the context of volcanoes.		
By the end of this block you will have achieved the following National Curriculum outcomes	To describe and understand key aspects of physical geography in the context of earthquakes. To describe and understand key aspects of physical geography in the context of tsunamis To describe and understand key aspects of physical geography in the context of tornadoes.		
Key Vocabulary			
Prior learning links			
Session 1	LO: to understand what is under the Earth's surface.	Declarative knowledge To describe what you find under the Earth's surface. To define physical geography in the context of below the Earth's surface.	Procedural Knowledge
Session 2	LO: to explain how volcanoes are formed.	Declarative knowledge To explain how volcanoes are formed.	Procedural Knowledge
Session 3	LO: to explain how volcanoes affect people's lives.	Declarative knowledge To explain how volcanoes affect people's lives.	Procedural Knowledge
Session 4	LO: to explain what causes earthquakes.	Declarative knowledge To explain what causes earthquakes. To explain how earthquakes are measured.	Procedural Knowledge
Session 5	LO: to explain what causes tsunamis.	Declarative knowledge To explain what causes tsunamis. To explain how tsunamis affect people's lives.	Procedural Knowledge

Session 6	LO: to explain what causes tornadoes.	Declarative knowledge To explain what causes tornadoes. To explain the effects tornadoes have.	Procedural Knowledge
End of unit outcome:			

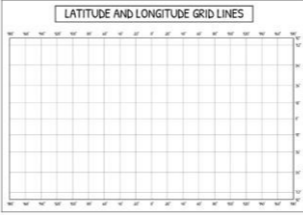


Year 4

UNIT OVERVIEWS

All around the world	<ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences
Somewhere to settle	<ul style="list-style-type: none"> • explain what a settlement is; • identify important features of a settlement site; • list the things settlers need from a settlement site; • explain that settlements have been built at different times in history; • list different types of land use; • identify land use using a digital map; • use a key to identify transport links on maps; • use an atlas to find a route between two places;

	<ul style="list-style-type: none"> • draw a map of a settlement; • create a key for a map.
Rainforests	<ul style="list-style-type: none"> • Name some countries where rainforests are found. • Label a map to show countries where rainforests are found. • Find the Equator on a map. • Tell you that rainforests are found near the Equator. • Describe what the weather is usually like in a tropical climate. • Name the four layers of a rainforest. • Tell you about the climate in each layer. • Tell you more about one animal living in a rainforest. • Tell you about some similarities between the Amazon rainforest and Sherwood Forest. • Tell you about some differences between the Amazon rainforest and Sherwood Forest. • Tell you what deforestation means.

Year 4 – All around the world	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.		
By the end of this block you will have achieved the following National Curriculum outcomes	To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line. To identify the position and significance of time zones (including day and night) by comparing times in different countries.		
Key vocabulary			
Prior learning links			
Session 1	<p>LO: To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Do Now: Name the counties that make up the UK.</p> <p>Show children a globe and locate the UK. Introduce the vocabulary Northern and Southern Hemisphere and locate countries around the globe and identify which hemisphere they are within. Using a map, identify and teach about the equator. You do: chose a country and using iPads/books to research create a fact file/information sheet about your country. Focusing on the weather, climate, animals, terrain, jobs. Ensure children have located their country on a map –children to also ensure they have annotated the equator and N and S Hemispheres on the map. Share fact files of the different countries researched. What do you notice about the climates closer to/further from the equator?</p>	<p>Declarative knowledge</p> <p>We live in the Northern Hemisphere.</p>	<p>Procedural Knowledge</p> <p>To locate the equator on a map.</p> <p>To locate the Northern and Southern Hemisphere on a map.</p> <p>Find the North Pole and South Pole on a globe.</p>
Session 2	<p>LO: To identify lines of latitude and longitude and use these to locate places on a map. Do Now: name the 4 capital cities of the UK.</p> <p>Teach children about lines of latitude and longitude, exploring their use on a world map, globe and atlas. Using google maps, children to use grid references to locate places. You do: Children create a treasure map, with a hidden location of treasure. Challenge partners to find the treasure using only grid co-ordinates.</p>	<p>Declarative knowledge</p> <p>Lines of latitude run from east to west and tell you how far north or south you are.</p> <p>Lines of longitude run from north to</p>	<p>Procedural Knowledge</p> <p>To identify lines of latitude on a map.</p> <p>To identify lines of longitude on a map.</p>

		sound and tell you how far east or west you are	
Session 3	<p>LO: To describe key features of the polar regions and compare them to the UK.</p> <p>Do Now: write your home address including postcode.</p> <p>Learn about the 2 polar regions, recapping the vocabulary of Northern and Southern Hemisphere. Look at the animals found in each region, are they the same in both circles? Compare the hours of daylight and temperatures to the UK.</p> <p>You do: write a biography about an explorer who completed an expedition to either of the polar regions.</p>	 <p>Declarative knowledge</p> <p>The North Pole is in the Arctic Circle. The South Pole is in the Antarctic Circle.</p>	<p>Procedural Knowledge</p> <p>To identify the Arctic and Antarctic Circle on a map.</p>
Session 4	<p>LO: To compare the climate of the tropics with the UK climate.</p> <p>Do Now: Create a simple key for a map of a wood.</p> <p>Teach children about the Tropic of Cancer and the Tropic of Capricorn in relation to the equator. Explore the climate within these areas, looking at the weather forecast and comparing to the current forecast in the UK.</p> <p>You do: Using pictures and words, children create a dual weather forecast, of the UK and the tropics. Then in groups, using a green screen, children to record a weather forecast for the 2 regions.</p>	<p>Declarative knowledge</p>	<p>Procedural Knowledge</p> <p>To identify the location of the tropics on a world map</p>
Session 5	<p>LO: To explain the position and significance of Prime Meridian and explain how time zones change around the world.</p> <p>Do Now: Which is the world's largest continent?</p> <p>Teach children about the significance of the Prime Meridian, looking at countries sitting on the line. Using this knowledge of PM, explore how time zones change as you move away from this line. Some countries have daytime, whilst others have night.</p> <p>You do: children to create a cartoon strip of their daily activities. Underneath children use research of different time zones to create a similar strip for a child in a different county and what they would be going at the same time.</p>	<p>Declarative knowledge</p> <p>Counties around the world have different time zones. The Prime Meridian is the line of longitude 0 degrees E/W.</p>	<p>Procedural Knowledge</p> <p>Find the local time in a different city using time zones.</p>
<p>End of unit outcome: Double page spread about visiting one of the polar regions.</p> <p>Children to create a double page spread, using subheadings to conclude their learning. All children to have a map to include in their work. Focus on the climate, and the use of locational language.</p>			

Year 4 – Somewhere to settle	To describe and understand key aspects of 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 in the context of the needs of early settlers.		
By the end of this block you will have achieved the following National Curriculum outcomes	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.		
	To describe and understand key aspects of 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 in the context of comparing land use in different settlements.		
	To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.		
	To describe and understand key aspects of 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 in the context of designing a settlement.		
Key Vocabulary			
Prior learning links			
Session 1	<p>LO: to explain why settlements develop in certain locations.</p> <p>Do now:</p> <p>You do:</p>	<p>Declarative knowledge</p> <p>To describe and understand types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.</p>	

		To explain why settlements develop in a certain area.	
Session 2	<p>LO: to explain why settlements develop in certain locations (continued).</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge To describe and understand types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.</p> <p>To explain why settlements develop in a certain area.</p>	
Session 3	<p>LO: To identify settlements built by invaders.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge To understand and define invaders.</p>	<p>Procedural Knowledge To use maps, atlases and globes to identify settlements built by invaders.</p> <p>To use digital computer mapping to locate countries and describe features studies in the context of the origins of settlement.</p>
Session 4	<p>LO: To compare land use in different settlements.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge To compare land use in different settlements.</p>
Session 5	<p>LO: To use maps to identify links between settlements.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge To use maps to identify links between different settlements.</p>
Session 6	<p>LO: To create a map of a settlement.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge To know key features of a settlement.</p>	<p>Procedural Knowledge To create a map of an ideal settlement.</p>
End of unit outcome:			
Year 4 – Rainforests	To 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 in the context of rainforests.		
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests</p> <p>To 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) in the context of rainforests.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of rainforest inhabitants.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.</p> <p>To describe and understand key aspects of 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 in the context of rainforest conservation.</p>		
Key Vocabulary			

Prior learning links			
Session 1	<p>LO: To identify areas of the world containing rainforests.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define a rainforest including the human and physical features.</p> <p>To name some countries containing a rainforest.</p>	<p>Procedural Knowledge</p> <p>To locate given countries on a map.</p> <p>To use maps and atlases to locate rainforests</p>
Session 2	<p>LO: To describe aspects of a tropical climate.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p>	<p>Procedural Knowledge</p> <p>To identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones in the context of rainforests.</p>
Session 3	<p>LO: To describe and understand the features of the layers of a rainforest.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.</p>	
Session 4	<p>LO: To describe animals and plants in the rainforest</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To describe the animals and plants living in the rainforest.</p>	
Session 5	<p>LO: To compare the Amazon Rainforest with the New Forest.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To compare the Amazon Rainforest with the New Forest, drawing on geographical similarities and differences between the two locations.</p>
Session 6	<p>LO: To explain the effects humans are having on the rainforest.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand the importance of rainforest conservation.</p> <p>To explain the effects humans are having on the rainforest.</p>	
End of unit outcome:			

Year 5

UNIT OVERVIEWS

Eastern Europe	<ul style="list-style-type: none"> Describe a continent as a large landmass;
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	<ul style="list-style-type: none"> • Explain that continents are groups of countries; • Identify some countries in Europe; • Use an atlas to find the names of countries. • Tell you about important physical features of an area of eastern Europe; • Tell you about the climate of an area of eastern Europe; • Tell you about the human geography of an area of eastern Europe; • Explain what planning is needed for a trip abroad; • Identify the countries affected by the Chernobyl nuclear disaster.
Marvellous Mapping	<ul style="list-style-type: none"> • Use an index to find a place name. • Find the correct page in an atlas by using the index. • Explain why maps have symbols on them. • Recognise some map symbols on an Ordnance Survey map. • Give co-ordinates by going across first and then up. • Find a location from four-figure coordinates. • Find differences between photographs of the same location. • Find similarities between photographs of the same location. • Find differences between maps of the same location.
Magnificent Mountains	<ul style="list-style-type: none"> • Use a legend to find areas of higher ground on a map. • Explain different ways areas of higher ground are shown on a map. • Tell you that not all mountains look the same. • Identify a valley and the summit, foot and slope of a mountain. • Draw a mountain range including the key features they have identified. • Tell you that mountains formed a very long time ago. • Describe how tectonic plates move together to create fold mountains. • Describe how lava flow creates volcanic mountains. • Describe what the weather is usually like on a mountain. • Tell you why people might visit mountains. • Describe some of the negative effects of tourism on an area.

Year 5 – Eastern Europe	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.
By the end of this block you will have achieved the following National Curriculum outcomes	To 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 in the context of places in Europe.
	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes.
	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing climates.
	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing towns.
	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of planning a trip to eastern Europe.
	To describe and understand key aspects of 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 in the context of nuclear power generation at Chernobyl.

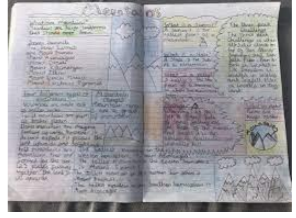
Key Vocabulary			
Prior learning links			
Session 1	<p>LO: To identify countries of Europe and their capital cities.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural knowledge</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</p> <p>To 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 in the context of places in Europe.</p>
Session 2	<p>LO: To compare features of eastern European landscapes with my own area.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand key human and physical features of landscapes.</p>	<p>Procedural Knowledge</p> <p>To compare geographical similarities and differences of landscapes through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>
Session 3	<p>LO: To compare climates of eastern European region with my own area.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define the climates in the given locations.</p>	<p>Procedural Knowledge</p> <p>To compare geographical similarities and differences of climates through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>
Session 4	<p>LO: To compare the human features of eastern European landscapes with my own area.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand key human features of landscapes.</p>	<p>Procedural Knowledge</p> <p>To compare geographical similarities and differences of human features of a region of the United Kingdom and a region in a European country.</p>
Session 5	<p>LO: To present information about one area of Eastern Europe.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To plan a trip, using knowledge of human and physical features of an Eastern European country.</p> <p>To present information out an Eastern European region.</p>
Session 6	<p>LO: To explain the impact of the Chernobyl nuclear disaster.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define a nuclear disaster.</p> <p>To understand the impact of the Chernobyl nuclear disaster.</p>	
End of unit outcome:			

Year 5 – Marvellous Mapping	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.
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By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p>		
Key Vocabulary			
Prior learning links			
Session 1	<p>LO: To use an atlas to find a range of information and locations.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To use an atlas to identify countries in Europe and North and South America on a map.</p> <p>To use an atlas to find cities in the UK on a map and identify some of their features.</p> <p>To use an atlas to find information in an atlas using the index and simple co-ordinates.</p>
Session 2	<p>LO: To use a key to describe features on an Ordnance Survey map.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To use symbols and a key to describe features of an Ordnance Survey map.</p>
Session 3	<p>LO: To use an eight point compass to describe routes on a map.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To know the eight points of the compass.</p>	<p>Procedural Knowledge</p> <p>To use an eight point compass to describe routes on a map.</p>
Session 4	<p>LO: To use grid references to locate places on a map.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand the purpose of a grid reference.</p>	<p>Procedural Knowledge</p> <p>To use an four or six-figure grid references to locate places on a map.</p>
Session 5	<p>LO: To plan a route using a compass and grid references.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To plan a journey using the eight compass points and four of six-figure grid references.</p>
Session 6	<p>LO: To describe how land use has changed over time.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural Knowledge</p> <p>To compare maps and photographs of places to describe how land use has changed over time.</p>
End of unit outcome:			

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Year 5 – Magnificent mountains	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. To 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 in the context of mountain ranges.	
By the end of this block you will have achieved the following National Curriculum outcomes	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains To describe and understand key aspects of 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 in the context of mountain tourism.	
Key Vocab	Agriculture - Land used for growing crops and keeping livestock. Climate - The usual or average weather conditions over a long period of time. Country - An area defined by its people, culture, language, geography and government. Landscapes - An area of land and everything you can see on it. Population - The number of people living in an area.	Arable - Land used for producing crops. Continent - A large area of land divided into countries. Human geography - Anything in an area that is not naturally occurring and that has been shaped by people. Physical geography - Anything in an area that is naturally occurring.
Prior learning links		
Session 1	LO: To locate key mountain ranges of the world. <u>Do now:</u> <u>You do:</u>	Declarative knowledge To define a mountain range. Procedural Knowledge To use a map, atlas, globes and digital mapping to find countries and their key features. To use an atlas to locate the key mountain ranges of the world.
Session 2	LO: To locate key areas of higher ground in the UK <u>Do now:</u> <u>You do:</u>	Declarative knowledge To name the 3 highest peaks in the UK. To describe key features of mountains. Procedural Knowledge To use a map to locate the 3 highest peaks in the UK. To use a map to locate key areas of higher ground in the UK.
Session 3	LO: To describe key features of a mountain range. <u>Do now:</u> <u>You do:</u>	Declarative knowledge To describe key features of a mountain range.
Session 4	LO: To understand how mountains are formed. <u>Do now:</u> <u>You do:</u>	Declarative knowledge To understand how mountains are formed.
Session 5	LO: To describe a mountainous climate. <u>Do now:</u> <u>You do:</u>	Declarative knowledge To know the key features of a mountainous climate.
Session 6	LO: To describe how tourism affects mountain regions. <u>Do now:</u> <u>You do:</u>	Declarative knowledge To understand how tourism affects mountain regions.

End of unit outcome: Double page spread.			

Year 6

UNIT OVERVIEWS

<p>The Amazing Americas</p>	<ul style="list-style-type: none"> • Explain that a continent is a large landmass; • Explain that continents are groups of countries; • Identify some countries in North America; • Identify some countries in South America; • Describe physical features of an area of the Americas; • Describe the climate of an area of the Americas; • Describe the human geography of an area of North America; • Explain what latitude is; • Identify the equator, tropics and poles on a map; • Explain that coordinates pinpoint a geographical location; • Name some wonders of the Americas;
<p>Our Changing World</p>	<ul style="list-style-type: none"> • Explain what weathering and erosion mean; • Describe how erosion changes rocks; • Name some features of a coastline; • Name some famous UK coastal features; • Describe how erosion and deposition change the look of a coastline; • Name an area of the UK which has been affected by coastal erosion; • Identify how the UK's borders have changed over time; • Identify similarities in photographs of a landscape taken at different times; • Describe some ways that weather can change the landscape; • Describe how physical changes have affected Earth since 1800; • List some physical changes to the Earth predicted to occur by 2050; • Describe some ways that human activity changes the landscape.
<p>Raging Rivers</p>	<ul style="list-style-type: none"> • List the main events in the water cycle. • Use the index in an atlas to find rivers. • Describe the place in which the source of a river is found. • List some features of a river's upper course. • List some features of a river's middle course. • List some features of a river's lower course. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • List some ways that rivers are used. • List some advantages for different uses of a river. • List some disadvantages for different uses of a river. • Describe what a dam is. • Give the location of one major dam.

Year 6 – The amazing Americas	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.</p> <p>To 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 in the context of places in North and South America.</p>		
By the end of this block you will have achieved the following National Curriculum outcomes	<p>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) in the context of identifying and describing a range of places across the Americas.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America.</p> <p>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 in the context of learning about the wonders of the world and where they are located (specifically those of the Americas).</p>		
Key Vocab	<p>Biomes - large geographical area, which is home to certain plants and animals, specially adapted to suit the environment.</p> <p>Continent - A large landmass made up of many countries.</p> <p>Equator - An imaginary line around the globe at latitude 0° north dividing the earth into northern and southern hemispheres</p> <p>Latitude - Imaginary parallel lines which circle the globe from east to west.</p> <p>Physical Geography - The natural features of a place or environment.</p>		<p>Climate - The usual or average weather conditions over a long period of time.</p> <p>Country - An area that is controlled by its own government.</p> <p>Flora/fauna - Plant and animal life.</p> <p>Longitude - Imaginary lines which run north to south across the globe from pole to pole</p> <p>Human Geography - Features of an environment that have been shaped by people.</p>
Prior learning links			
Session 1	<p>LO: To identify the countries of North and South America</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural knowledge</p> <p>To use maps and atlases to locate the countries of North and South America.</p> <p>To use maps and atlases to locate a capital city of a country.</p>
Session 2	<p>LO: To describe the location and characteristics of a range of places across the Americas.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define 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) in the context of identifying and describing a range of places across the Americas.</p>	<p>Procedural knowledge</p> <p>To use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p>
Session 3	<p>LO: To describe the climates and biomes of different regions across the Americas.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define biomes and climate zones.</p> <p>To understand the climates and biomes of different regions across the Americas.</p>	
Session 4	<p>LO: To identify physical and human geographical features of my local area.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural knowledge</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area.</p>
Session 5	<p>LO: To compare physical and human geographical features of my local area with an area of North America.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>		<p>Procedural knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and</p>

			physical features of the local area with a region of North America.
Session 6	<p>LO: To name and locate ancient and new wonders of the world</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To name ancient and new wonders of the world.</p> <p>To know the significance of a natural wonder of America.</p>	<p>Procedural knowledge</p> <p>To locate ancient and new wonders of the world.</p>
End of unit outcome:			

Year 6 – Our changing world	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.		
By the end of this block you will have achieved the following National Curriculum outcomes	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.		
	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features		
Key Vocab	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the changing make-up of the United Kingdom.		
	To 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 in the context of the changing international borders of Europe.		
Prior learning links	To describe and understand key aspects of 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 by looking at how landscapes change over time.		
	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.		
Session 1	<p>LO: To explain how water and weather can change the landscape.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To define erosion, vegetation belt and weathering.</p> <p>To understand how weather and water can change the landscape.</p>	
Session 2	<p>LO: To understand how coastal features are formed.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand a range of coastal features.</p>	<p>Procedural knowledge</p> <p>To identify coastal features of the UK.</p>
Session 3	<p>LO: To understand how coast lines change.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand a range of coastal features.</p> <p>To explain how coast lines in the UK change and why.</p>	<p>Procedural knowledge</p> <p>To identify coastal features of the UK.</p>
Session 4	<p>LO: To understand how landscapes have changed overtime.</p> <p><u>Do now:</u></p> <p><u>You do:</u></p>	<p>Declarative knowledge</p> <p>To understand how landscapes have changed over time.</p> <p>To understand how the make-up of the UK has changed overtime.</p>	<p>Procedural knowledge</p> <p>To identify coastal features of the UK.</p>

		To understand how international borders of Europe have changed overtime.	
Session 5	LO: To understand how and why landscapes have changed overtime. Do now: You do:	Declarative knowledge To understand how landscapes have changed over time. To understand why landscapes have changed over time.	
Session 6	LO: To predict how physical factors might change the landscape in the future. Do now: You do:		Procedural knowledge To predict how physical factors might change the landscapes in the future.
End of unit outcome:			

Year 6 – Raging rivers	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time in the context of rivers. To 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 in the context of rivers of the world. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. To describe and understand key aspects of 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 in the context of rivers. To describe and understand key aspects of 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 in the context of dams.		
By the end of this block you will have achieved the following National Curriculum outcomes			
Key Vocab	Channel - The course in the ground that a river or water flows through. Deposition/ deposit - When rocks and other materials that have been eroded are dropped off further along the river. Erosion - Rocks and other river materials are picked up by the water and moved to another place along the river. Source - The place where a river begins. Tributaries - Rivers that join up with another river.	Dam - A barrier built to hold back water. Discharge - The amount of water flowing along a river per second. Mouth - The point where a river joins the sea. Tidal bore - A strong tide from the coast that pushes the river against the current causing waves along the river. Valley - A long ditch in the earth’s surface between ranges of hills or mountains.	
Prior learning links	Year 4 - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate. Year 5 – Climates in Eastern Europe, including looking at Russia.		
Session 1	LO: To understand where our water comes from. Do now: You do:	Declarative knowledge To explain the water cycle	Procedural knowledge To locate the key rivers of the UK.
Session 2	LO: To locate the key rivers of the world. Do now: You do:	Declarative knowledge To name the key rivers of the world and the countries they are located within.	Procedural knowledge To locate the key rivers of the world.
Session 3	LO: To understand key features of a river system. Do now: You do:	Declarative knowledge To understand key features of a river system.	
Session 4	LO: To identify key features of a river system. Do now:		Procedural knowledge To use atlases and maps to identify key features of a river system.

	<u>You do:</u>		
Session 5	LO: To understand how rivers are used. <u>Do now:</u> <u>You do:</u>	<u>Declarative knowledge</u> To describe the ways rivers are used.	
Session 6	LO: To understand the impact of damming rivers. <u>Do now:</u> <u>You do:</u>	<u>Declarative knowledge</u> To understand the impact of damming rivers.	
End of unit outcome: Double page spread.		