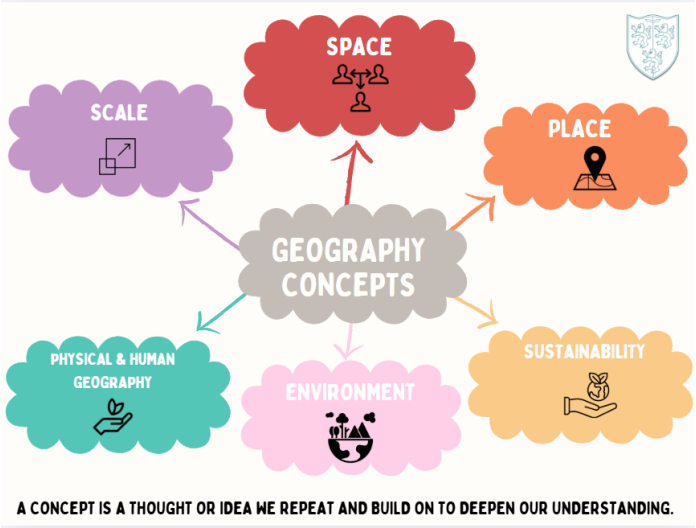
Geography Progression Document (Pembroke Park)

"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 Grammsaurus our main source of learning because it 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.

Assessment - Geography is assessed using teacher judgement after each unit. We use an assessment grid to decide if the children are meeting age related expectations (ARE) or if they are working towards age related expectations (WTS). This is recorded on our assessment tracker – Insight. Teachers use this to plan where learning may be revisited in future learning, and it gives subject leaders an overview of how their subject is performing.



	Term 1	Term 3	Term 5
Year 1 Geography	**FIELD WORK UNIT** **Our School Grounds** **Outcome: letter to ask for more plant life**	**The World and my school** **Outcome: circle location map**	**FIELD WORK UNIT** **Our local Park** **Outcome: create a map**
Year 2	**Mexico – (general world)** **(lessons 1-4)** **Outcome: Advert to visit Local area**	**FIELDWORK UNIT** **Weather & Climate (to be completed over 2 terms)** **Outcome: Create a weather diary**	**Mexico part 2** **(lessons 7-10 (with 5 and 6 integrated)** **Outcome: advert to visit Mexico**
Year 3	**The UK** **combine 3 & 4** **Not lesson 9, 8** **Outcome: Double page spread**	**Bee Conservation** **Outcome: Persuasive letter/ leaflet**	**FIELDWORK UNIT** **Land Use** **Outcome: Balanced argument** **(city v country living)**
Year 4	**Italy** **Outcome: Double page spread**	**FIELD WORK UNIT** **Weather** **Outcome: Create a weather report**	**Maps** **Outcome: Create a map**
Year 5	**Rivers** **Outcome: Diary of a Raindrop**	**United States** **Combine 2&3** **Not 5,6,7** **Combine 8 & 9** **Combine 11 & 12** **Outcome: Double Page Spread**	**FIELD WORK UNIT** **Biomes & Eco systems** **Outcome: PPT presentation**
Year 6	**FIELD WORK UNIT** **Sustainability** **Outcome: Persuasive letter/poster/leaflet/presentation**	**Economy of the UK** **Not 6,7,8** **Outcome: Report**	**Yr 4 unit Coastal erosion** **Outcome: Create an informative report about how to stop coastal erosion**
Year 7	Exploring map skills - covering map skills learnt through world explorers e.g. Ranulph Fiennes Weather and climate - understanding what causes different weather and the impact it has Coasts - coastal processes and how we can manage it Africa - covering stereotypes, climate and cultures		

Disciplinary Knowledge

Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork

Disciplinary Concepts

Place | Space | Scale | Interdependence | Physical and Human Processes | Environmental Impact | Sustainable Development | Cultural Awareness and Diversity

Curriculum Aims

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

Skills Progression

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Year 1 - Our School Grounds

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical skills & fieldwork
Place	Space	Scale	Physical and Human Processes	
Understand that places can have meaning to people.	Identify some key human and physical features of my local area.	Understand how my local park fits within my local area.	-Understand human processes in my local area, including settlements and varied land use. -Identify human and physical geographical features in my local area.	-Use simple fieldwork and observational skills to answer geographical questions. -Use directional language to describe a route. -Name and use cardinal directions. -Devise a simple, messy map. -Collect and record simple data. -Present simple data in a chart.

Unit Overview - In this unit, children explore their school grounds, naming and describing what they see (e.g. different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will reflect upon the data collected to answer how their school grounds support and encourage plant life. Children will present their data to answer their enquiry.

Previous Learning

EYFS: Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 Which features in our school grounds support plant life? 	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	What fieldwork is.	Name different data collection methods. Choose an appropriate data collection method. Observe, collect and record data. Identify human and physical features	**data** – information gathered **fieldwork** – when you go outside and discover things about a place **human feature** – something that is built by humans and would not have existed in nature without humans **local area** – the place where you live **observe** – to watch or listen to something carefully **physical feature** – something that is naturally created, for example, mountains, lakes, cliffs **record** – to gather information, usually to write something down or take pictures
Lesson 2 Where on our school grounds could we encourage plant life? 	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	What a map is. Why maps use keys and map symbols.	Draw a sketch map. Locate plant life using a map. Observe, collect and record data.	**data** – information gathered **fieldwork** – when you go outside and discover things about a place **map** – a diagram showing where places are located and their features **map key** – a box of information about each of the symbols on a map **map symbol** – pictures, drawings or letters that can be used on maps to represent things in real life **observe** – to watch or listen to something carefully **record** – to gather information, usually to write something down or take pictures **sketch map** – a simple and basic drawing that represents a particular place or area

Year 1 - The World and My School

Place Knowledge	Locational Knowledge		Physical and Human Geography
Place	Space	Scale	Physical and Human Processes
Understand that places can have meaning to people.	-Understand that the world has seven continents. -Understand that the UK is split into countries and surrounding seas.	-Understand how my local area fits within the United Kingdom. -Understand how my classroom fits within the school. -Understand how my school fits on the street.	-Identify seasonal and daily weather patterns in the UK. -Identify how the weather varies around the world. -Identify human and physical features.

Unit Overview - In this unit, children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on their street, including some of the other key human and physical features of the area. Children will explore the location of their settlement within the United Kingdom and learn about the UK's four countries and capital cities. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world, learn the names of the continents and oceans and look at weather and climate across the globe.

EYFS: Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Lesson 3 How can we share the locations in our school where we can encourage plant life?	Pupils should be taught 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	What a map is. What a compass is. The four cardinal directions.	Use directional language. Share a location using directions Outcome: A letter to ask for more plant life on the grounds.	**compass** – a tool for finding direction **data** – information gathered **directions** – the path that something takes to reach a place **fieldwork** – when you go outside and discover things about a place **map** – a diagram showing where places are located and their features

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	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary

Lesson 1 What is my classroom like? 	Pupils should be taught to use aerial plan perspectives to recognise landmarks. Pupils should be taught to devise a simple map. Pupils should be taught to use simple observational skills to study the geography of their school.		Say what an aerial view is. Say what a bird's eye view is. Discuss the important parts of my classroom. Create a messy map of my classroom. Create an aerial plan of my classroom.	atlas – a collection of maps in book form aerial view - a view from above (usually a photograph) aerial plan – a drawing of a view from above bird's eye view - a view of an area from above map – a diagram showing where places are located and their features messy map – a map created from different materials plan perspective – a drawing of an indoor area, usually from above
Lesson 2 Where is my school on the street? 	Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Pupils should be taught to use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: factory, farm, house, office, port, harbour and shop.	Where my school is.	Recognise human/physical features in and around my school. Name the street my school is located on. Use a map to locate my school. Say what a bird's eye view is.	address – the number of the house, name of the road, and name of the town where a person lives or works and where post can be sent human feature – something that is built by humans and would not have existed in nature without humans local area – the place where you live town – a place where people live that is smaller than a city but bigger than a village street – a public road in a city, town or village usually with houses and buildings on one or both sides.
Lesson 3 Where is my town in the country? 	Pupils should be taught to name, locate and identify characteristics of the four countries of the United Kingdom Pupils should be taught to use basic geographical vocabulary to refer to key human features, including city, town and village.	Which country I live in. Which type of settlement I live in. Some of the human and physical features of my settlement.	Locate my town/village/city on a map. Locate countries in the UK on a map.	city – a place where many people live closely together locate- to find or place something settlement – place where people love and sometimes work village – small settlement with a small number of houses for a few hundred people
Lesson 4 What are the seasons like in the UK? 	Pupils should be taught to identify seasonal weather patterns in the United Kingdom.	What a season is. What the climate is. What the weather is. The four seasons of the United Kingdom. How the seasons change.	Recognise the changes in seasons.	**autumn** - the season between summer and winter when the temperature gets cooler **climate** - the usual weather over a long period **hibernate** - to sleep through the winter in a den or burrow to save energy **seasons** - the cycle of weather changes over the yea **spring** - the season between winter and summer when the temperature gets warmer **summer** - the season between spring and autumn when the temperature is warmest **temperature** - how cold or hot something is **weather** - the daily changes in the conditions outside **winter** - the season between autumn and spring when the temperature is coldest
Lesson 5	Pupils should be taught to name and locate the world's seven continents.	I live in the UK.	Locate the UK on a map. Locate the UK on a globe	**atlas** - a collection of maps in book form

Year 1 -Our Local Park

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical skills & fieldwork
Place	Space	Scale	Physical and Human Processes	
-Understand that places can have meaning to people.	-Identify some key human and physical features of my local area.	-Understand how my local park fits within my local area.	-Understand human processes in my local area, including settlements and varied land use. -Identify human and physical geographical features in my local area.	-Use simple fieldwork and observational skills to answer geographical questions. -Use directional language to describe a route. -Name and use cardinal directions. -Devise a simple, messy map. -Collect and record simple data. -Present simple data in a chart.

Unit Overview - In this unit, children explore their local park, naming and describing what they see (e.g. different areas: play areas, ponds, wildlife areas, car parks) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their local park. Children will reflect upon the data collected to answer how people use and enjoy their local park. Children will present their data to answer their enquiry.

Previous Learning

EYFS: Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Where is my country in the world? 		What a continent is. There are seven continents. The UK is part of Europe	Outcome: create a circle location map	**continents** - any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Oceania, Antarctica) **globe** - a round or spherical object on which there is a map of the Earth **locate** - to find or place something **map** - a diagram showing where places are located and their features **ocean** - areas of salty water that fill enormous basins on the Earth's surface

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 Where is our local park, and how do people get there? 	Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Pupils should be taught to use plan perspectives to recognise landmarks and basic human and		Locate my local park. Use maps to find my local park. Plan a route to my local park.	**compass** – a tool used to help find directions **directions** – the path that something takes to reach a place **fieldwork** – when you go outside and discover things about a place **local area** – the place where you live **map** – a diagram showing where places are located and their features **route** – a way to travel from one place to another.

	physical features and construct basic symbols in a key.			
Lesson 2 How we collect data about the key features of our local park? 	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	What fieldwork is.	Name different data collection methods. Choose an appropriate data collection method. Observe, collect and record data. I can identify human and physical features. Say what I like/dislike about my local park.	**aerial view** – a photo taken from above **data** – information gathered **human feature** – something that is built by humans and would not have existed in nature without humans **fieldwork** – when you go outside and discover things about a place **local area** – the place where you live **map** – a diagram showing where places are located and their features **route** – a way to travel from one place to another. **observe** – to watch or listen to something carefully **physical feature** – something that is naturally created, for example, mountains, lakes, cliffs **record** – to gather information, usually to write something down or take pictures
Lesson 3 How can we present data about our local park's facilities? 	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.		Identify the human and physical features of my local park. Create a messy map of my local park and its features. Analyse the data I have collected. Present my data. I can discuss my local park's facilities. Say how my local park can be improved Outcome: an illustrated map of the park	**analyse** – to examine something in detail to discover or understand more about it **data** – information gathered **facility** – a place used for a particular activity

Year 2 – Mexico (General World lessons 1-4 Term 1) (Mexico – lessons 7-10 with 5 and 6 integrated Term 5)

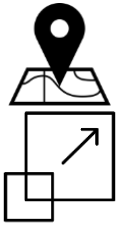
Place knowledge	Locational Knowledge	Physical & Human Geography	Geographical Skills & Fieldwork
I can understand that places can have meaning to people.	-I can understand that the world has seven continents and five oceans. -I can understand that the UK is split into countries and surrounding seas. -I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country.	-I can understand that the poles and equator impact the climate on Earth. -I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	-I can use atlases and globes to discover the continents and oceans of the world. -I can use compass directions and locational and directional language to describe the location of features on a map. -I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. -I can use a key. -I can use simple fieldwork and observational skills to study the school's geography.

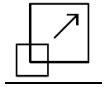
Unit Overview - In this unit, children will use atlases and globes to discover about the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles. Children will develop fieldwork and map skills creating maps of the school and their local area. Children will learn the geographical human and physical features of Tulum in Mexico and compare them to the geographical features of their own local area.

Previous Learning -

Year 1 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.

Possible misconceptions - Confusion between continents and countries. Mexico is a poor country – Mexico is the 15th richest country in the world by GDP. Mexico is in South America because they speak Spanish – Mexico is in North America. It is sometimes referred to as Central America, but this is not a continent.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 Can I use globes and atlases to understand the world? 	Pupils should be taught to name and locate the world's seven continents and five oceans. Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied at this key stage	What an atlas/globe is	Name the seven continents. Name the five oceans. Locate the seven continents. I can locate the five oceans Use an atlas/globe	**atlas** - a collection of maps in book form **continents** - any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Oceania, Antarctica) **contents page** - a list, usually found at the beginning of a book, that shows what is included in the book. **index page** - an alphabetical list, such as one printed at the back of a book showing on which page a subject, name, etc. can be found **map** - a diagram showing where places are located and their features **ocean** - areas of salty water that fill enormous basins on the Earth's surface **page numbers** - a number assigned to a page in a book **scale** - a scale shows how much smaller a map is compared to the actual size of what is being represented **symbols** - a picture or image that represents something else, e.g. a triangle representing a forest

Lesson 2 What is the effect of the equator and the poles on the climate across the world? 	Pupils should be taught to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Understand why the equator is hot year-round. Understand why the North/South Pole is cold year-round.	Locate the equator/North Pole/South Pole. Explain what the climate is like in these locations.	**atlas** - a collection of maps in book form **climate** - describes average weather conditions over long periods and large areas **continents** - any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Oceania, Antarctica) **Earth** - is the planet on which we live **equator** - an imaginary circle around Earth that divides it into two equal parts **map** - a diagram showing where places are located and their features **North Pole** - the northernmost point on Earth **oceans** - areas of salty water that fill enormous basins on the Earth's surface **season** - the cycle of weather changes that is usually divided into four parts **South Pole** - the southernmost point on Earth
Lesson 3 What are the countries, capital cities and surrounding seas of the UK? 	Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught to use world maps and atlases to identify the United Kingdom and its countries.		Name and locate the four countries of the UK. Name and locate the capital cities of the UK. Name and locate the four seas of the UK.	**atlas** - a collection of maps in book form **capital** - a city where a region's government is located **city** - a place where many people live closely together **map** - a diagram showing where places are located and their features **sea** - a portion of the ocean that is partly surrounded by land **oceans** - areas of salty water that fill enormous basins on the Earth's surface **port** - a docking place for ships on the coast of the ocean, a river, or a lake
Lesson 4 Where is my local area and what are the key human and physical features? 	Pupils should be taught to use basic geographical vocabulary to refer to key physical features and key human features. Pupils should be taught 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		Name and locate my local area. Identify human and physical features	**atlas** - a collection of maps in book form **capital** - a city where a country's government is located **city** - a place where many people live closely together **human features** - something that is built by humans and would not have existed in nature without humans **local area** - the place where you live **physical features** - something that is naturally created, for example, mountains, lakes, cli_s **town** - a place where people live, smaller than a city but bigger than a village **map** - a diagram showing where places are located and their features **village** - is a place where people live, that is smaller than a town and usually in the countryside
Lesson 5 Can I create a map of my school using key map features? 	Pupils should be taught to devise a simple map; and use and construct basic symbols in a key.	What a compass is and how it is used. What map symbols are and how they are used. I know what a bird's eye view is	Describe my school grounds. Draw a map of my school. Create a key for my map.	**atlas** - a collection of maps in book form **aerial view** - a photo that is taken from above **compass** - a tool used to help find directions **human feature** - something that is built by humans and would not have existed in nature without humans **map key** - a box of information about each of the symbols on a map **map symbol** - pictures, drawings or letters that can be used on maps to represent things in real life **local area** - the place where you live **map** - a diagram showing where places are located and their features **physical feature** - something that is naturally created, for example, mountains, lakes, cliffs
Lesson 6 Can I create a map of my local area using aerial photographs?	Pupils should be taught to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		Observe human and physical features in my local area. Identify human and physical features of my local area in aerial images.	**atlas** - a collection of maps in book form **aerial view** - a photo that is taken from above **human feature** - something that is built by humans and would not have existed in nature without humans **local area** - the place where you live **map -** a diagram showing where places are located and their features

(include human and physical 			Draw a map of my local area using aerial images. Outcome: create an advert to visit Salisbury	**map key** - a box of information about each of the symbols on a map **map symbol** - pictures, drawings or letters that can be used on maps to represent things in real life **observe** - to watch or listen to something carefully **physical feature** - something that is naturally created, for example mountains, lakes and cliffs **record** - to gather information, usually to write something down or take pictures
Lesson 7 Where is Mexico? 	Pupils should be taught 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. Pupils should be taught to use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	I know which continent it is on. I know which oceans are closest. I know what the climate is in Mexico. I know the geographical features of Mexico. I know where Tulum is. I know why Tulum is famous.	I can locate Mexico.	**capital** - a city where a country's government is located **city** - a place where many people live closely together **climate** - the average weather conditions of a particular place or region **continents** - any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Oceania/Australia, Antarctica) **landscapes** - all the things that we see in a place **local area** - the place where you live **map** - a diagram showing where places are located and their features **Maya** - an ancient people who lived in the Mexican region 4000 years ago **season** - the cycle of weather changes that is usually divided into four parts **tropical savanna climate** - tropical wet and dry climate, they usually have a wet season and a dry season
Lesson 8 How do the physical features of Tulum compare to my local area? 	Pupils should be taught to understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	I know what physical features are.	I can identify physical features. I can identify similarities between places. I can identify differences between places.	**cenote** - a natural underground lake **compare** - to observe two different things and to notice the differences and similarities between them **coral reef** - an underwater structure made up of tiny animals **human feature** - something that is built by humans and would not have existed in nature without humans **local area** - the place where you live **physical feature** - something that is naturally created, for example, **rainforest** - a type of forest habitat **town** - a place where people live that is smaller than a city but bigger than a village **mangroves** - groups of trees and shrubs that live in coastal waters **map** - a diagram showing where places are located and their features **marsh** -a type of wetland, an area of land where water covers the ground for long periods **Maya** - an ancient people who lived in the Mexican region 4000 years ago **village** - a place where people live that is smaller than a town and usually in the countryside
Lesson 9 How do the human features of Tulum compare to my local area? 	Pupils should be taught to understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	I know what human features are	I can identify human features. I can identify similarities between places. I can identify differences between places.	**compare -** - to observe two different things and to notice the differences and similarities between them **human feature -** something that is built by humans and would not have existed in nature without humans **local area -** the place where you live **physical feature -** something that is naturally created, for example, **town -** a place where people live that is smaller than a city but bigger than a village **village**- a place where people live that is smaller than a town and usually in the countryside **map -** a diagram showing where places are located and their features
Lesson 10 How can we present the information we have gathered to answer the	Pupils should be taught to understand geographical similarities and differences through studying the physical and human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	I know what human/physical features are. I can identify human/physical features. I can identify similarities between places.	. I can identify human/physical features. I can identify similarities between places. I can identify differences between places. I can present	**compare** - to observe two different things and to notice the differences and similarities between them **human feature** - something that would not have existed in nature without it being built by humans **local area** - the place where you live **physical feature** - something that is naturally created, for example, mountains, lakes, cliffs

question: What are the similarities and differences between my local area and Tulum, Mexico? 		I can identify differences between places. I can present my knowledge.	my knowledge. Outcome: create an advert to visit Tulum	

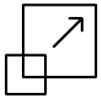
Year 2 – Weather & Climate

Geographical Skills and Fieldwork	Physical and Human Processes	Geographical Skills & Fieldwork
	-Understand the differences between weather and climate. -Understand that the poles and equator impact the climate on the Earth. -Identify hot and cold areas of the world in relation to the poles and the equator.	-Carry out a geographical enquiry using simple fieldwork and observational skills. -Collect weather data using the equipment. -Record weather data. -Present my data. -Analyse data.

Unit Overview - In this unit, children will learn about the differences between weather and climate. Children will learn about basic climate zones and the conditions in cold, hot and temperate climate zones. Children will learn about weather forecasts and the symbols used to display weather conditions. Children will learn about various weather instruments before collecting and recording weather data from the school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.

Previous Learning - Year 1: Identify seasonal 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. 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, including the local park.

Possible Misconceptions- Misunderstanding the differences between weather and climate. Misunderstanding the weather instruments' functions and uses. Misunderstanding that a weathervane points in the direction from which the wind is blowing. Misunderstanding of common weather myths.

	NC Links	**Declarative knowledge (I know…)**	**Procedural Knowledge (I can…)**	**Vocabulary**
Lesson 1 – What is the difference between weather and climate? 	Pupils should be taught to 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.	How weather affects the decisions people make in their jobs.	Describe what climate is. Describe what the word 'weather' means. Describe typical weather in 3 climate zones: cold, hot and temperate.	**weather** – the daily changes in the conditions outside **climate** – the usual weather over a long period **climate zone** – large areas that have similar climates **meteorologist** – a type of scientist that studies weather **temperature** – how hot or cold something is **mild** – of limited severity, not extreme **temperate** – a type of climate which does not have extreme weather and has four seasons **equator** – an imaginary circle around the Earth that divides it into two equal parts or hemispheres **poles** – the southernmost and northernmost points of the Earth
Lesson 2 – How can we read a weather map? What is the weather like in my school grounds. 	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information.	Weather can be variable all year in the UK, but winter is always colder than summer	Recognise different weather symbols and read a simple weather map. .	**weather** – a description of what the conditions are like in a particular place over a short time **meteorologist** – a type of scientist that studies the atmosphere to predict and understand Earth's weather **temperature** – the measure of how hot or cold an area is, measured in degrees Celsius **atmosphere** – a mixture of gases that surrounds the Earth **precipitation** – water falling from the sky (rain, hail, sleet or snow) **forecast** – prediction of how the weather will be on a certain day **symbol** – a simple drawing that represents something real, e.g. sunshine

Lesson 3 – How can we collect weather data? 	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.		Name instruments used to measure different kinds of weather. Decide which instruments are most suitable for measuring weather and where to locate them.	**weather** – a description of what the conditions are like in a particular place over a short time **meteorologist** – a type of scientist that studies the atmosphere to predict and understand Earth's weather **precipitation** – water vapour or moisture that falls from the clouds in the form of rain, sleet, snow or hail **temperature** – the measure of how hot or cold an area is, measured in degrees Celsius (°C) **thermometer** – an instrument used to measure temperature **weathervane** – an instrument used to measure wind direction **rain gauge** – an instrument used to measure rainfall and snowfall **okta** – a unit of measurement used to describe the
Lesson 4 – How can we collect and record weather data? 	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.	Why the instruments are situated where they are.	Describe how we will carry out our fieldwork.	**fieldwork** – to go outside and find things out for yourself **observe** – closely watch something **investigate** – to examine something carefully and closely to learn more **collaborate** – work together in pairs or as a group **monitor** – to keep track of something **record** – to write down information **table** – a way of presenting information in rows
Lesson 5 – How can we analyse our weather data and evaluate our findings? 	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds.	How charts and graphs are a useful way to present data.	Transfer data onto a chart or graph and ensure it has correct labels and a title Outcome: Create a weather diary	**present** – to show information in a special way to make it easy to understand **table** – a way of presenting information in rows and columns **bar chart** – a kind of diagram that uses rectangular bars to show and compare different pieces of information **axes** – the two lines used to frame a bar chart **pictogram** – a kind of diagram that uses pictures or symbols to represent numbers or quantities **key** – a section on a diagram that displays symbols

Year 3 – The UK

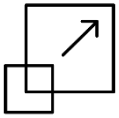
Place	Locational	Physical and Human Processes	Cultural Awareness and Diversity	Geographical Skills & Fieldwork
-I can understand that places can have Meaning to people. -I can understand that people can choose to use land differently, and I can give some examples.	-I can understand that the UK is split into countries and regions. -I can understand that regions are split into counties. -I understand that counties contain settlements. -I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. -I can understand how my region is an area within England. -I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	-I can understand that land has height. -I can identify mountains, hills and rivers on maps. -I understand human processes in the UK, including settlements and land use. -I understand that land use patterns change over time. -I can identify some key human and physical features of the UK and my region.	-I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	-I can use compass points, four-figure grid references, symbols, and keys. -I can devise a sketch map of my local area. -I can identify physical features on a map. -I can locate settlements on a map. -I can use maps and atlases to discover the United Kingdom.

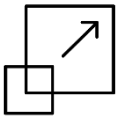
Unit Overview - In this unit, children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols.

Previous Learning - **Year 1** - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.
Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Possible Misconceptions - Understanding the scale of types of settlements/land areas, e.g. continents – countries- regions – counties. Understanding that the size of types of settlements can be inconsistent, e.g. towns being larger than cities. Understanding that there are significant differences between regions within the UK dependent on history/physical features. Misconceptions when using grid references.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What are countries and regions of the UK? 	Pupils should be taught to name and locate the four countries and capital cities of the United Kingdom (KS1 recap.) Pupils should be taught to name and locate cities and geographical regions of the United Kingdom.		Identify the countries and capital cities within the UK. Identify the regions of the England, including my own.	**aerial photograph** – an image taken from an elevated position **atlas** – a collection of maps in book form **city** – a large settlement of people within a country **compass** – a magnetic instrument used for finding directions **map** – a diagram showing where places are located and their features **region** – a named area within a country
Lesson 2 What are the settlements and counties of the UK?	Pupils should be taught to name and locate counties and cities of the United Kingdom.		Describe key features of different settlements. Name and locate some major cities in the UK.	**rural** – an area of countryside outside of a town or city, with few homes and buildings **urban** – a built-up area with many homes and buildings **settlement** – a place where people live **village** – a small settlement, usually in a rural area **town** – a type of urban settlement which is larger than a village **city** – a type of urban settlement which is larger than a town **county** – areas of land made up of countryside and different settlements

			Name and locate my own and other counties in England	
Lesson 3 What are the human features of the UK? 	Pupils should be taught to use geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, port, harbour and shop (KS1 recap.) Pupils should be taught to name and locate areas of the United Kingdom and their identifying human characteristics.	What a human geographical feature is.	Name some human features and their uses. Name and locate some human landmarks in the UK. Design a landmark using a list of criteria.	**human feature** – something that is made or built by humans **landmark** – a feature of a landscape or town that is recognisable from a distance **factory** – a building or group of buildings where goods are manufactured **farm** – an area of land and buildings used for growing crops and rearing animals **harbour** – a place on the coast where ships can moor in a shelter **house** – a building for humans to live in **office** – a room or building used as a place of work **port** – a town or city with access to water for ships to load and unload goods **shop** – a building where goods or services are sold
Lesson 4 What are the physical features of the UK? 	Pupils should be taught to locate geographical areas and their identifying physical characteristics.		Identify different physical features on a map. Name some physical features in the UK and say where they are. Name the key physical features in my region.	Landscape – all the features of land you can see Mountain range – a line of mountains connected by high round Coastline – the land where It meets the sea Lowland fens – flat land at or below sea level Moorland – hilly areas Rock formation – often spectacular surface rock Topography – important features of a landscape Valley – a low area of land between mountains or hills
Lesson 5 How can I use compasses, keys and symbols to read a map? 	Pupils should be taught to use the eight points of a compass, symbols and keys.	What maps are and why they are used.	Identify the compass, symbols and key on a map. Design symbols and make a key for a map.	**cardinal directions** – the four main compass directions: north, east, south and west **compass** – a magnetic instrument used for finding direction **key** – a section on a map that displays symbols and their meanings **Ordnance Survey** – the national mapping agency for Great Britain **Ordnance Survey (OS) map** – a detailed map produced by the Ordnance Survey **map symbols** – a picture used to represent a feature on a map
Lesson 6 How can I use 4 figure grid references to read a map?	Pupils should be taught to use four-figure grid references.	What four-figure grid references are and why they are used.	Read four-figure grid references to locate a place or feature. Create four-figure grid references to locate a place or feature	**eastings** – numbered lines that run vertically on a map **northings –** numbered lines that run horizontally on a map **horizontal line –** a line running left to right across a page **vertical line** - a line running from the top to the bottom of a page **map –** a diagram showing where places are located and their features

				
Lesson 7 What are the key topographical features found in the UK? 	Pupils should be taught to name and locate key topographical features of the United Kingdom.	How we can show elevation (the height of the land) on a map.	Identify simple topographical features on a map.	**contour lines** – lines on maps joining areas of the same height **elevation** – the height of the land **peak** – the highest point of a hill or mountain **spot height** – the height of a specific area **topography** – the shape and features of the land **highlands** – an area of high land
Lesson 8 How have land use patterns changed over time in the UK? 	Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how these aspects have changed over time.		Give examples of different types of land use Suggest why land use might change.	**green belt** – a protected area of land on which no building can take place **population** – the number of people who live in an area **rural** – places where there are more natural spaces and fewer people
Lesson 9 What are the key human and physical features of the South West region? 	Pupils should be taught to name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics.		Identify and locate my region. Describe some human and physical features of my region. Name the main cities in my region. Outcome: create a double page spread	**human feature** – something made or built by humans **landmark** – a recognisable feature of a landscape **physical feature** – a natural part of the land, such as a river or cliff

Year 3 – Bee Conservation

Place	Physical and Human Processes	Geographical Skills & Fieldwork
I can understand that people can choose to use land differently, and I can give some examples.	-I can understand how bees are involved in physical processes. -I can understand how land use impacts the survival of bees. -I can understand how personal choices on how to use land impact the environment. -I can suggest how to make the school locality more environmentally friendly.	-I can carry out a geographical enquiry using fieldwork and observational skills. -I can record data. -I can analyse data and evaluate fieldwork. -I can devise a simple map using information learnt from a geographical enquiry.

Unit Overview -
In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.

Previous Learning - **Year 1/2:** 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.

Possible Misconceptions -
Misunderstanding of different bee species and wasps. Misunderstanding that not all bees sting. Misunderstanding how important it is that bees are protected. Understanding the importance of repeating bee hunts to observe across seasons.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What can we learn about bees?	Pupils should be taught to describe and understand key aspects of physical geography.	The importance of bees. The differences between bumblebees and honeybees. The process of pollination.		**conserve** - protect something from harm **pollinator** - anything that helps carry pollen from the male part of the flower to the female part of the same, or another, flower **insect** - any of a group of small and often winged animals that have six jointed legs and a body formed of a head, thorax, and abdomen **species** - a group of similar living things **colony** - a group of living things of one kind living together **nectar** - a sugary juice that bees suck out of flowers to give them energy **pollen** - a yellow, dust-like powder from the male parts of flowers **pollination** - the transfer of pollen from the male part of one flower to the female part of another flower **reproduction** - the process that creates new life, e.g., babies, young animals or new plants **food chain** - a sequence of living things in which each depends on the next as a source of food **ultraviolet** - short light waves that are produced by the Sun that people cannot see **venom** - a poisonous liquid that some snakes and insects produce and can put into another animal's body by biting or stinging
Lesson 2 What are the key issues affecting bees?	Pupils should be taught to describe and understand key aspects of physical geography.	Why bee numbers are declining.	Understand that bee numbers are declining across the UK. Understand how B-Lines can help to conserve bees.	**conserve** – protect something from harm **pollinator** – anything that helps carry pollen from the male part of the flower to the female part of the same, or another, flower **extinct –** when a species has been wiped out, and there are no more living **species** – a group of similar living things **colony** – a group of living things of one kind living together **herbicides** – substances used to control undesired plants, also known as weed killers **nectar** – a sugary juice that bees suck out of flowers to give them energy **pollen** – a yellow, dust like powder from the male parts of flowers

Lesson 3 How can our school environment help bees? 	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught 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, plans and graphs, and digital technologies.	Why wildflower numbers have decreased. General ways to help the conservation of bees. Specific ways schools can help the conservation of bees.		**conserve** – protect something from harm **pollinator** – anything that helps carry pollen from the male part of the flower to the female part of the same, or another, flower **extinct** – when a species has been wiped out, and there are no more living **species** – a group of similar living things **colony** – a group of living things of one kind living together **herbicides** – substances used to control undesired plants, also known as weed killers **domesticated** – tame and kept as a pet or on a farm **pollen** – a yellow, dust-like powder from the male parts of flowers **pollination** – the transfer of pollen from the male part of one flower to the female part of another flower **reproduction** – the process that creates new life, e.g., babies, young animals or new plants **heathland** – a shrubland habitat with open, low-growing woody plant life **pesticides** – chemicals used in gardens and fields to kill insects that eat and kill plants
Lesson 4 How can we plan and carry out effective ways to help conserve bees? 	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught 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, plans and graphs, and digital technologies.		Assess how bee-friendly school grounds are Plan ways to make my school more bee-friendly. Implement ideas to make my school more bee-friendly. Outcome: Create a persuasive letter/leaflet	**compass** – a tool which helps with direction **cardinal points** – the four main points on a compass: north, east, south and west **blueprint** – a guide for making something **biodegrade** – capable of being broken down into harmless products by the action of living things like bacteria **seedling** – a young plant raised from seed and not from a cutting o_ the adult plant
Lesson 5 How can I record and evaluate the effectiveness of bee conservation in my school? 				

Year 3 – Land Use

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	Understand that the UK is split into countries and regions. Understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. Understand that hamlets, villages, towns and cities are settlements of different sizes.	Understand human processes in the UK, including settlements and land use. Understand that UK settlements rely on different areas of land use to thrive	Plan a geographical enquiry using fieldwork and observational skills. Use digital mapping to collect data. Record data using tables and questionnaires. Present collected data using bars and charts. Analyse data and explain what I have learnt.

Unit Overview - In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.

Previous Learning - Year 1/2: Use basic geographical vocabulary to refer to key physical features, including a beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features such as a city, town, village, factory, farm, house, office, port, harbour and shop.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Use 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.

Possible misconceptions - Misunderstanding of the different types of settlements and settlement patterns. Understanding that facilities and transport links vary in urban, suburban and rural areas.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What are the types of land use in the south west region? 	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.	Land uses	Understand each land use type and its facilities.	**hamlet** – a settlement with a small group of houses and no other buildings **land use** – how land is used by people, including housing **raw materials** – the basic material from which a product is made **rural** – relating to the countryside **settlement** – a place where people live which can be categorised into hamlets, villages, towns and cities **suburb** – the residential and commercial development at the edge of a city **urban** – relating to a town or city

Lesson 2 What are the important features of a settlement and why do settlers choose specific places? 	Pupils should be taught to identify and explain land-use patterns and understand how some of these aspects have changed over time.	The importance of the features of settlements. How settlements have changed through time.	Explain why settlers choose particular site features for their settlements	**hamlet** – a settlement with a small group of houses and no other buildings **land use** – how land is used by people, including housing **rural** – relating to the countryside **settlement** – a place where people live and sometimes work and can be categorised into hamlets, villages, towns and cities **site** –the location of where a settlement is located **situation** – this describes where the settlement is in relation to other settlements and the features of the surrounding area **urban** – relating to a town or city
Lesson 3 How can I record the facilities that are available in my local area? 	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use. Pupils should be taught 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, plans and graphs, and digital technologies.	Understand a specific place's facilities and transport links. How to plan and prepare a fieldwork visit to a local town.	Explain how we are connected to other places.	**city** – a city is generally larger than a town. Cities will have a lot of housing, schools, universities, hospitals, o_ces, and often a cathedral **county** – a term used to refer to di_erent areas across England, usually consisting of various towns and villages **commuters** – people who live outside the city but travel to it for work purposes **hamlet** – a very small settlement with just a group of houses, often centred around a farm **population** – the number of people living in a particular area **town** – a town has all the same features of a village but is larger and may also have a railway station, a shopping centre, more places of work and places of worship **village** – a small area with housing and maybe a shop, a school, a place of worship or a village hall
Lesson 4 How can I present and analyse information about local facilities? 	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use. Pupils should be taught 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, plans and graphs, and digital technologies.		Record and present data accurately. Analyse the data collected. Evaluate the data collected. Outcome: create a balanced argument city living v country living	**analyse** – to examine something in detail to explain and understand it **bar chart** – a way to present data using bars of different heights **evaluate** – to judge or determine the importance of something **line graph** – a line graph can represent data to show changes over time and is plotted as individual points connected by lines. **tally chart** – a table used for counting and comparing the numbers of multiple classes of a data set

Year 4 – Italy

Place Knowledge	Locational Knowledge	Physical and Human Geography	Cultural awareness & diversity
Understand that places can have meaning to people and make some suggestions or examples. Understand that people can choose to use land in different ways, depending on the land's physical geography. Understand the similarities and differences between my region and Campania/South Aegean and give some examples.	Identify the continents of the world. -Use maps to identify some of the countries of Europe and their capital cities. -Identify some key physical features and settlements in Campania/South Aegean. -Identify the location of my region in England and the key human and physical features. -Identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. -Understand how my region is an area within England with different-sized settlements. -Understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. -Understand that England and Italy/Greece are countries within the continent of Europe.	Understand that physical processes are the natural forces that change Earth's physical features. Understand how tectonic movement has shaped the Earth's surface. Understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. Understand human processes in my region and Campania/South Aegean, including settlements and economic activity.	Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.

Unit Overview - In this unit, children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania.
Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.

Previous Learning **Year 1** - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.
Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.
Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.

Possible Misconceptions - Understanding that the equator, tropics etc. are not physical lines but imaginary lines around the world. Understanding the scale of types of settlements/areas of land e.g. continents - countries - regions - counties. Understanding that the size of types of settlements can be inconsistent e.g. towns being larger than cities. Understanding that there are significant differences between regions within England dependent on history/physical features.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 How is the world represented on maps and globes? 	Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	What maps and globes represent. How we use lines of longitude and latitude. I can explain how we use the tropics of Cancer and Capricorn.		**continent** - one of the Earth's large land masses **country** - an area of land with boundaries which fits within a continent **equator** - an imaginary line around the centre of the Earth at 0° latitude **hemisphere** - half of the Earth **horizontal** - moving from left to right **vertical** - moving from top to bottom **latitude** - distance measured in degrees north and south of the equator **longitude** - imaginary lines which run from the North Pole to the South Pole around the world **Arctic Circle** - the imaginary circle around the Earth, parallel to the equator **tropic of Capricorn** - a line of latitude at 23.5°S of the equator **tropic of Cancer** - a line of latitude 23.5°N of the equator

Lesson 2 What are the key geographical features of the South West Region? 	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.)	The difference between human and physical features and can give examples of these, which can be found in the UK. Some key settlements of my region, rivers and landforms found in my region.		**human feature** – something that is made or built by humans **landform** – a natural feature of the Earth's surface **landmark** – a recognisable feature of a landscape **latitude** – distance measured in degrees north and south of the equator **longitude** – distance measured in degrees east and west of the equator **physical feature** – a natural part of the land such as rivers or cliffs **settlement** – a place where people live, such as a hamlet, village, town or city **topography** – the study of the shape and features of an area of land
Lesson 3 What are the human and physical features of Europe, including countries and capital cities? 	Pupils should be taught to locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries, and major cities.		Identify the countries and capital cities of Europe. I can identify the human and physical features of Europe.	**atlas** – a collection of maps in book form **capital city** – a capital city is where the country's government is located **map** – a diagram showing where places are located and their features **continent** – a continent is a large solid area of land made up of a collection of countries **geographical features** – human and physical features are things that you can see all around you
Lesson 4 What are the key geographical features of Italy? 	Pupils should be taught to locate the world's countries, using maps to focus on Europe and concentrating on the key physical and human characteristics and major cities.	Some key human and physical features of Italy.	Identify the geographical features of Italy.	**capital city** – a capital city is where the country's government is located **human feature** – something made or built by humans **geographical features** – human and physical features are things that you can see all around you **peninsula** – when land (or country) is mainly surrounded by water and is only connected to land at one end **terrain** – what an area of land looks like and is made up of **physical feature** – a natural part of the land such as rivers and cliffs

Lesson 5 What is plate tectonics? 	Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.	That moving plates cause geographical phenomena.	Identify the tectonic plates around the world.	**plate tectonics** – sections of the Earth's crust **continents** – any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Oceania, Antarctica) **continental drift** – the drifting movement of continents due to plates of moving rock **map** – a diagram showing where places are located and their features **region** – a named area within a country **atlas** – a collection of maps in book form
Lesson 6 What are earthquakes, and how do they occur? 	Pupils should be taught to describe and understand key aspects of physical geography, including earthquakes.		Say what an earthquake is. I can explain how an earthquake happens. Discuss a location where earthquakes happen	**earthquake –** a series of vibrations at the earth's surface caused by movement along a fault line, volcanic activity, etc. **epicentre –** the part of the Earth's surface directly above the focus of an earthquake **focus –** the point inside the crust where the pressure is released **magnitude –** the strength of an earthquake **Richter scale –** measures the magnitude of an earthquake (how powerful it is) **physical process –** an event or sequence of events that occur naturally due to the power of the planet **seismic waves –** are caused by the sudden movement along a fault during an earthquake **seismometer –** a machine which produces a seismograph and measures the magnitude of an earthquake **tectonic plates –** sections of the Earth's crust
Lesson 7 What are volcanoes, and how do they occur? 	Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes.	How a volcano is formed.	Say what a volcano is. Discuss a location where volcanoes happen. Outcome: Create a double page spread	**archaeology** – the study of things that people made, used and left behind **eruption** – when lava and gas are released from a volcano, sometimes explosively **flank** – the side of a volcano **lava** – liquid rock that has left the volcano and cools down, becoming solid **physical process** – an event or sequence of events that occur naturally due to the power of the planet **volcano** – an opening in the Earth's crust from which molten lava, rock fragments, ash, dust and gases are ejected from below the Earth's surface **magma** – molten, or hot liquefied, rock located deep below the Earth's surface

Year 4 – Weather

Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
-Identify climate zones worldwide and their relation to the equator and poles.	-Understand the differences between weather and climate and give examples. -Explain how the equator, poles, circles and tropics affect climate. -Give reasons for the climate and weather in the United Kingdom. -Identify climate zones worldwide and their relation to the equator and poles.	-Plan a geographical enquiry using fieldwork and observational skills. -Collect weather data using a range of equipment. -Record weather data in a variety of ways. I can present my data using charts and graphs. -Anlyse data and explain what I have learnt.

Unit Overview - In this unit, children will review their knowledge of weather and climate differences. Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand that the UK falls under the temperate climate zone, while other countries may have different climate zones. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively. Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and measure. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.

Previous Learning - KS1: Identify seasonal weather patterns in the United Kingdom and the locations of hot and cold areas of the world, such as the equator and the North and South Poles. 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, including the local park.

Possible misconceptions - Misunderstanding the differences between weather and climate, the functions and uses of weather instruments, the fact that a weathervane points in the direction from which the wind is blowing, and common weather myths. One misconception is that climate change is only about temperature. It's important to clarify that climate change refers to long-term shifts in temperature and weather patterns, not just a single hot day or cold winter. Another misconception is that weather is predictable and forecasts are always accurate. While weather forecasts are based on scientific data and models, they are not always 100% accurate due to the complexity of weather systems.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What is the difference between weather and climate? 	Pupils should be taught to describe and understand key aspects of physical geography, climate zones.	Why the equator is hot. Why predicting weather is important	Describe weather and climate and their differences. Name and locate climate zones.	**weather** – the daily changes in the conditions outside **climate** – the usual weather over a long period **climate zones** – large areas that have similar climates **meteorologist** – a type of scientist that studies weather **temperature** – how hot or cold something is **mild** – of limited severity, not extreme **temperate** – a type of climate which does not have extreme weather and has four seasons **equator** – an imaginary circle around the Earth that divides it into two equal parts or hemispheres **poles** – the southernmost and northernmost points of the Earth

Lesson 2 How can we collect weather data? 	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.		Name instruments used to measure different kinds of weather. decide which instruments are most suitable for measuring weather and where to locate them. Decide what type of data to collect. Use the correct units of measure.	**anemometer** – an instrument used to measure wind speed **data** – information gathered **fieldwork** – when you go outside to find things out for yourself **meteorologist** – a type of scientist that studies the atmosphere to predict and understand Earth's weather **okta** – a unit of measurement used to describe the amount of cloud cover **precipitation** – water vapour or moisture that falls from the clouds in the form of rain, sleet, snow or hail **rain gauge** – an instrument used to measure rainfall and snowfall **temperature** – the measure of how hot or cold an area is **thermometer** – an instrument used to measure temperature (how hot or cold it is) **weather** – a description of what the conditions are like in a particular place over a short period **weathervane** – an instrument used to measure wind direction
Lesson 3 How can we collect and record weather data? 	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.	Why the instruments are situated where they are.	Describe how we will carry out our fieldwork. I can make predictions. Analyse weather patterns. I can collect and record data.	**fieldwork** – to go outside and find things out for yourself **observe** – closely watch something **investigate** – to examine something carefully and closely to learn more **collaborate** – work together in pairs or a group **monitor** – to keep track of something **record** – to write down information **table** – a way of presenting information in rows and columns
Lesson 4 How can we present weather data? 	Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	That charts and graphs are useful ways to present data.	Transfer data onto a chart or graph and ensure it has correct labels and a title.	**axes** – the two lines used to frame a bar graph **bar chart** – a kind of diagram that uses rectangular bars to show and compare different pieces of information **key** – a section on a diagram that displays symbols and their meaning **line graph** – a graph used to display information which changes over time **pictogram** – a kind of diagram that uses pictures or symbols to represent numbers or quantities **present** – to show information in a special way to make it easy to understand **table** – a way of presenting information in rows and columns
Lesson 5 How can we analyse our weather data and evaluate our Fieldwork?	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area		Evaluate what went well in our fieldwork and what I would do better another time. Analyse the findings of our fieldwork to answer our original Question.	**reflect** – think carefully about a project to find out what you learnt from it **evaluate** – judge how well a project went **analyse** – carefully examine and study information to understand it better

Year 4 – Locality (Map Skills)

Place	Locational knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography.	I can identify the location of my settlement and region I England and the key human and physical features. I can understand and describe human geography, including types of settlement and land use. I can understand how my region is an area within England with different-sized settlements. I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.	I can understand and describe human geography. I understand human processes in my local settlement, including land use, types of settlements and economic activity.	I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.

Unit Overview -
In this unit, children will learn about their local large settlement and how it is represented on maps. Children will use Digimap for Schools to find out where the settlement is located in the UK. They will use a key to find out about human features and land use in the settlement. They will view maps at different scales and use four-figure grid references to locate places. They will learn how to plot a route and draw a simple sketch map. They will use cardinal (N, S, E, W) and ordinal (NE, NW, SE, SW) directions.
https://digimapforschools.edina.ac.uk/

Previous Learning

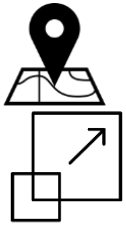
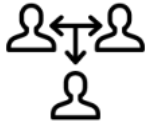
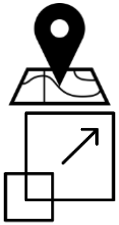
Year 1 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Children will complete fieldwork on their local park and plant life in their school grounds.

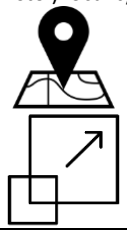
Year 2 - Children will complete a study into their local area, including the human and physical features. Children will complete fieldwork on the weather and climate in their school grounds.

Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps. Children will complete fieldwork on land use in their local area.

	using a range of methods.		Outcome: create a weather report	

	NC Link	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary

Lesson 1 Where is Bristol?  (Where is my locality?	Pupils should be taught to use maps, atlases and digital/computer mapping to locate settlements and describe geographical features studied.		Describe the location of Bristol. Use atlases, paper maps and digital maps to help me describe the location of Bristol. Use four-figure grid references.	**coordinates** – a measurement of an area on Earth, given in degrees of latitude and longitude **grid code/grid reference** - intersecting vertical and horizontal grid lines, on a map or atlas, which are given numbers or letters; used to locate places **National Grid** - a way of stating the easting and northing coordinates of any point in Great Britain **scale** – the comparison of distance on a map to distance on the ground
Lesson 2 How can I use map skills to learn about Bristol?   (How is the land used in my locality?)	Pupils should be taught to understand and describe human geography, including types of settlement and land use.	Different categories of urban land use. Examples of different land use in Bristol.	use maps to identify and describe the location of different land uses in Bristol.	**land use** – the function of the land - what it is used for **urban** – a built-up area with many homes and buildings **residential** – places where people live, e.g. houses, flats **commercial** – places that sell goods or services, e.g. shops, banks, offices **transport** – a system of conveying people or goods from place to place including the buildings/spaces used to facilitate this e.g. roads, railways, stations, car parks **industrial** – places that build, make or store goods, e.g. factories, warehouses **recreational/open spaces** – places where people enjoy themselves, exercise, or relax, e.g. parks, rivers, and restaurants
Lesson 3 How can I use map skills to learn about Bristol? 	Pupils should be taught to understand and describe human geography. Pupils should be taught to use the eight points of a compass, four-figure grid references, symbols and key, to build their knowledge of their nearest large settlement.		Identify geographical features in Bristol using an OS map and a key. Describe the location of geographical features in Bristol using four-figure grid references and compass directions	**cardinal directions** – the four main compass directions: north, east, south and west **compass** – a magnetic instrument used for finding direction **grid reference** – intersecting vertical and horizontal grid lines, on a map or atlas, which are given numbers or letters; used to locate places **map symbols** – a picture used to represent a feature on a map **key** – a section on a map that displays symbols and their meaning **scale** – the size of an area compared to the size of the area's smaller image on a map. **Ordnance Survey** – the national mapping agency for Great Britain **Ordnance Survey map** – a detailed map produced by Ordnance Survey

(What are the geographical features of my locality?				
Lesson 4 Can I draw a sketch map of my (Bristol) locality? 	Pupils should be taught to use digital maps (Digimap for Schools) to observe, record and present the human and physical features in the local settlement using a sketch map.		Describe the features of a sketch map. Draw a simple sketch map Outcome: create a map.	**aerial view** – an image taken from an elevated position **annotation** – symbols, pictures, abbreviations or words on a map **sketch map** – a simple map showing key features of an area **amenity** – something that is intended to make life more pleasant or convenient for people **visitor/tourist attraction** – a special place that people like to visit e.g. a famous landmark

Year 5 – Rivers

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Understand that physical features are significant within the local area in which they are located.	Identify the names and locations of the five longest rivers in England. Identify the location of a river in my region. Identify the location of the River Trent.	Understand what rivers are and how they are formed. Identify key features of the River Trent basin, including the source and the mouth Name and explain the different features of rivers.	Plan a geographical enquiry using fieldwork and observational skills. Record data in a variety of ways. Present my data using charts and graphs Analyse data and explain what I have learnt.

Unit Overview - In this unit, children will learn about the features of a river at each course and the specific features that can form. Using the River Trent as a case study, children will study the features of rivers in context. Children will then learn to conduct fieldwork at their local river by gathering, recording, analysing and presenting data.

Previous Learning -
Year 1/2 - 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.
Year 3/4 - Use fieldwork to observe, measure, record and present the human and physical features in te local area using various methods, including sketch maps, plans and graphs and digital technologies

Possible Misconceptions - Misunderstanding of the different features of rivers at each course. Understanding that data collection as part of fieldwork must be conducted carefully and accurately. Understanding that not all data collected can be presented in the same form.

		Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What are rivers, and how are they formed? 	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers	What rivers are. the process of how rivers are formed. .	Recognise the features of each course of a river.	**erosion** – moving water or wind causing tiny pieces of the Earth's surface to be moved from one place to another **source** – the point at which a river starts **upper course** – the first stage of a river, often located on high ground **middle course** – the second stage of a river, where the land is flatter and the river wider **lower course** – the land is flat, and the river is at its widest **valley** – an area that lies between ranges of hills or mountains that a river flows through **channel** – the river bed and banks in which a river flows **silt** – solid, dust-like sediment that water, ice and wind transport and deposit **tributaries** – small streams that join the larger river **meander** – the natural bend in a river **oxbow lake** – a section of a meander that becomes isolated from the main river channel and eventually dries out **mouth** – the point where the river ends **estuary** – the point where the river meets the sea in the lower course **floodplain** – a flat area surrounding a river or stream **delta** – a wetland area that forms as river waters empty into a larger body of water

Lesson 2 What can I learn about the river Trent? 	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.		Describe some of the physical and human features of the River Trent. Use atlases, paper maps and digital maps to help me describe the location of Leicester. Identify and name some physical features typically seen at each of the three courses of a river.	**spring** – a place where fresh underground water comes to the surface **river basin** – an area of land drained by a river and its tributaries **upper course** – the first stage of the river, often located on high ground **middle course** – the second stage of a river, where the land is flatter and the river wider **lower course** – the land is flat, and the river is at its widest **channel** – the river bed and banks in which water flows **tributaries** – a stream or river that flows into a larger river **meander** – the natural bend in a river **mouth** – the point where the river ends **estuary** – the point where the river meets the sea in the lower course **floodplain** – a flat area surrounding a river or stream **confluence** – the place where two rivers meet **course** – the route the river takes
Lesson 3 How can I collect data from a local river in the South West region? 	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area	What fieldwork is and why geographers carry it out.	Take accurate measurements. Make accurate recordings Observe closely to find out about my surroundings. Make detailed sketches.	**data** – facts and statistics collected to be analysed **field sketch** – a simplistic drawing of a location drawn during fieldwork **observe** – noticing and learning information from something **OS map** – maps created by the Ordnance Survey (the national mapping agency for Great Britain) **numerical** – data expressed as numbers **river course** – the route a river takes, which includes the upper, middle and lower course **quantitative** – data in the form of counts, numbers or numerical measures
Lesson 4 How can I analyse and present collected from fieldwork? 	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area		Analyse the data I collected on fieldwork. Liist the different graphs that can be used to present data. Present the data I collected in the form of a graph. Evaluate my fieldwork. Outcome: create a diary of a raindrop	**analyse** – carefully study or look closely at something to understand how it works or find important details **data** – facts and statistics collected to be analysed **evaluate** – think carefully about something and decide how good or useful it is **present** – communicate or display information in a way that others can understand or see

Year 5 – The United States

Place Knowledge	Locational Knowledge	Physical and Human Geography	Cultural awareness & diversity
I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	Identify the location of my region in England and the key human and physical features. Identify some of the countries of North/South America and their capital cities. Identify some key settlements in the Western USA/Northern Brazil. Give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. Identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil. Understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. Understand that the USA/Brazil is a country within the North American/South American continent. Understand that Western USA and Northern Brazil are regions within the USA and Brazil. Understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil. I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population.	Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil. can understand how tectonic movement has shaped the Earth's surface. Understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.	Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.

Unit Overview - In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn the human and physical features of the Western United States including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United State

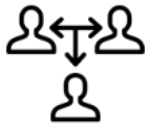
Previous Learning - **Year 1** - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.
Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.
Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.
Year 4 - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Possible Misconceptions - Understanding the scale of types of settlements/areas of land e.g. continents – countries – regions – counties. Understanding that the size of types of settlements can be inconsistent e.g. towns being larger than cities. Understanding that there are significant differences between regions dependent on history/physical features. Understanding that the United States of America is a country whereas North America is a continent which contains multiple countries including the USA.

	NC Link	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What are the key features of the UK and my region? 	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	The difference between human and physical features and can give examples of these, which can be found in the UK.	Name some key settlements, rivers, landforms and landmarks which can be found in my region.	**human feature –** something made or built by humans **landform –** a natural feature of the Earth's surface **landmark –** a recognisable feature of a landscape **physical feature –** a natural part of the land such as rivers and cli_s **rural –** places where there are more natural spaces and fewer people **settlement –** a place where people live **urban –** built-up places like towns and cities where there are lots of people **topography –** the study of the shape and physical features of the land
Lesson 2 Where is the USA? 	Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.		Locate where North America is on a map. Identify the main countries which make up North America and their capital cities. Identify the oceans surrounding North America. Identify key geographical features of the three largest countries in North America	**continent** - a large continuous mass of land regarded as a collective region **biomes** - regions of the world with similar climates (weather, temperature), animals and plants **climate** - the long-term pattern of weather in a particular area **tundra** - a large, cold, treeless, usually lowland area **terrain** - the physical features of an area **biodiverse** - the variety of plant and animal life in the world
Lesson 3 What is the USA (regions, states, cities, landmarks) 	Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. 		I can locate where the USA is on a map. I can identify the four regions of the USA and understand they are made up of states with their capital cities.	**biomes** – regions of the world with similar climates (weather, temperature), animals and plants **region** – an area of land that has common features **state** – an association which has control over a geographic area or territory **capital city** – the city that functions as the seat of government and administrative centre of a country or re **wealthy** – having large amounts of money, resources or assets

Lesson 4 What is the main economic activity of states in the Western United States? 	Pupils should be taught to describe and understand key aspects of human geography, including economic activity.	The main types of industry in the states in the Western United States	list states in the Western United States.	**economy** – how much money a country creates by making and selling goods and services **economic activity** – a set of actions that make, trade or sell goods and services and how much money is lost or made from these **manufacturing** – making things from raw materials **industry** – activities that produce or supply goods or services **gross domestic product (GDP)** – is a measure of the size and health of a country's economy over some time **raw materials** – basic materials from which things are made; usually, these are natural materials **resources** – the items that are available to use **extraction** – removing something **mining and quarrying** – removing minerals or rocks from below the ground
Lesson 5 What is the water cycle? 	Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	how the water cycle affects us, considering the pros and the cons.	Explain the different stages of the water cycle. I can discuss how climate change is affecting the water cycle	**accumulation** – water that is stored in rivers, lakes and oceans **condensation** – the process where water vapour becomes a liquid **evaporation** – the process where liquid water becomes a vapour **infiltrate** – to enter into or pass through a substance or area **ocean** – a large area of salty water that fills the basin on the Earth's surface **precipitation** – liquid or frozen water that falls from the clouds down to the ground **river** – a large natural stream of water that flows over land **run-off** – water that flows over land when the ground cannot absorb it **transpiration** – the process by which water vapour is released into the atmosphere through the leaves of a plant
Lesson 6 What are rivers? 	Pupils should be taught to describe and understand key aspects of physical geography, including rivers.		Explain what a river is. I can explain how a river is formed. Describe the physical features of a river. Name a river local to me. Compare a river in my region to another river.	**channel** – a groove in the land which rivers flow along **confluence** – the place where two rivers or streams meet **dam** – a human-made structure that acts as a barrier on a river **delta** – an area of sediment that builds up at the mouth of a river **estuary** – the place where fresh water meets seawater, at the mouth of a river **interlocking spurs** – fingers of land that jut out into the river valley that streams and rivers are forced to flow around in the upper course **levee** – natural embankments which are formed when a river floods **meander** – a bend in a river **mouth** – the end of a river, usually when it meets the sea **oxbow lake** – a small arc-shaped lake formed when a meander is sealed **reservoir** – a large natural or artificial lake used as a source of water supply **river** – a winding watercourse **source**- where a river begins **tributary** – a stream that joins the main river **valley** – a long depression, or ditch, in Earth's surface
Lesson 7 What are mountains? 	Pupils should be taught to describe and understand key aspects of physical geography, including mountains.	The key features of a mountain.	Explain what a mountain is. Explain how mountains are formed. Compare a mountain in my region to one in the Western United States.	Erosion – the process in which earthen materials are worn away and transported by natural forces such as **lava** – liquid rock that has left the volcano and cools down, becoming solid **mineral** – a naturally occurring material found in the Earth **mountains** – areas of land that are much higher than the land surrounding them **plateau** – an area of high, flat ground **peak** – refers to the top of a mountain **physical process** – an event or sequence of events that occur naturally due to the power of the planet

				summit – the top of a mountain **tectonic plates** – sections of the Earth's crust **volcano** – an opening in the Earth's crust from which molten lava, rock fragments, ashes, dust and gases a the Earth's surface
Lesson 8 What are the biomes ad climate zones of the Western United States? 	Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.	The states and divisions that make up the Western United States. What a biome is and the biomes that are found in the Western United States.	Explain what a climate zone is and the climate zones found in the Western United States.	**biome** – a large area on the Earth's surface that is defined by the types of animals and plants living there **climate** – average weather conditions of a place over a prolonged time, including rainfall and temperature **climate zone** – large areas with similar climates **state** – an association which has control over a geographic area or territory **weather** – day-to-day conditions a_ecting a specific place **ecologically diverse** – the diverse array of ecosystems in a huge geographical location **mild** – pleasant weather conditions as it is neither extremely hot nor extremely cold **moderate** – not extreme or excessive weather conditions; within reasonable limits **precipitation** – water vapour or moisture that falls from the clouds in the form of rain, sleet, snow or hail
Lesson 9 What are the vegetation belts of the Western United States? 	Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.	Vegetation belts and the vegetation belts found in the Western United States. What we have learned from the Western United States vegetation belts		**state** – an association which has control over a geographic area or territory **biome** – a large area on the Earth's surface that is defined by the types of animals and plants living there **climate** – average weather conditions of a place, including rainfall and temperature **weather** – day-to-day conditions a_ecting a specific place **climate zone** – large areas with similar climates **vegetation belt** – plant life as a whole within a certain area **precipitation** – water vapour or moisture that falls from the clouds in the form of rain, sleet, snow or hail **moderate** – not extreme or excessive weather conditions; within reasonable limits **mild** – pleasant weather conditions as it is neither extremely hot nor extremely cold **ecologically diverse** – the diverse array of ecosystems in a huge geographical location
Lesson 10 What are the volcanoes and earthquake zones of the Western United States? 	Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes and earthquakes.	How volcanoes are formed and where they are located in the Western United States. Earthquake zones and their location in the Western United States	Use the location of volcanoes and earthquake zones in the Western United States to help understand our planet's future	aerial photograph – a photograph taken from an aircraft or satellite in flight climate – average weather conditions of a place over a prolonged time, including rainfall and temperature earthquake – a series of vibrations at the Earth's surface caused by movement along a fault line, volcanic a state – an association which has control over a geographic area or territory mineral – a naturally occurring material found in the Earth **mountain** – a natural elevation of the Earth's surface higher than a hill **plate tectonics** – sections of the Earth's crust **physical process** – an event or sequence of events that occur naturally due to the power of the planet **volcano** – an opening in the Earth's crust from which molten lava, rock fragments, ashes, dust and gases a the Earth's surface

Lesson 11 What are the key settlements in the Western United States and how do they compare to my region? 	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North America.		Identify reasons why population density varies in the Western United States. Name some settlements in the Western United States.	**city** – a type of urban settlement which is larger than a town **metropolis** – the chief city (but not necessarily the capital) of a country, state or region **conurbation** – a built-up area comprising several cities or large towns which have grown so much they have mer continuous urban area **mega-city/megalopolis** – a large city or conurbation with more than 10 million people living there **population** – the total number of people inhabiting a country, city, town, village or area **population density** – a measurement of the average number of people in an area, shown as the number of people per square mile or kilometre. **census** – an official count of the population and other information about people that live in a country
Lesson 12 What are the similarities and differences between my region and the Western United States?  	Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.	That there are similarities and differences in geographical features between my region and states in the Western United States.	Make sense of data to compare key geographical features of my region and states in the Western United States. Outcome: create a double page spread	**population** - the total number of people inhabiting a country, city, town, village or area **population density** - a measurement of the average number of people in an area, shown as the number of people per square mile or kilometre **census** - an official count of the population and other information about people that live in a country. **megalopolis** - a large city or conurbation with more than 10 million people living there **weather** - day-to-day conditions affecting a specific place **climate** - average weather conditions of a place over a prolonged time, including rainfall and temperature **climate zone** - large areas with similar climates **biome** - a large area on the Earth's surface that is defined by the types of animals and plants living there **vegetation belt** - plant life as a whole within a certain area **terrain** - the physical features of an area **industry** - an activity that produces or supplies goods or services **economy** - how much money a country creates by making and selling goods and services **GDP** - the total value of the goods and services produced in a country during a specific period, usually a year **score** - ordered numbers that show the relationship between the numbers, making them easy to compare

Year 5 – Biomes & Eco Systems

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Understand that physical features are significant within the local area in which they are located.	Name biomes and vegetation belts that are found across the world. Name the biomes and ecosystems found in the UK. Identify the location of the New Forest. Understand that you can find different ecosystems, vegetation belts and biomes within countries.	Understand how the climate impacts the landscape through biomes and vegetation belts. Understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	Plan a geographical enquiry using fieldwork and observational skills. Collect data using a range of equipment. Record data in a variety of ways. Present my data using charts and graphs Analyse data and explain what I have learnt.

Unit Overview - In this unit, children will learn about the biomes and ecosystems in the UK. They will complete a case study of the New Forest, discovering the diversity of trees, plants and animals found there. They will plan fieldwork to be conducted in a local woodland ecosystem, investigating the amount and variety of trees, plants and animals. They will then conduct this fieldwork at a local woodland ecosystem, observing, measuring and recording their findings. Children will finally analyse the data collected and present their information to an audience.

Previous Learning Year 1/2 – 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.
Year 3/4 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.

Possible misconceptions - A confusing of biome, ecosystem and climate zone. Children may believe that the UK has many different climates as the weather changes however, it all falls into a temperate climate zone. Children may believe that an ecosystem has to be of a specific size when it can vary from very small areas to very large.

	NC Links	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What biomes and ecosystems are found in the UK? 	Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Pupils should be taught to describe and understand key aspects of physical geography, including: biomes and vegetation belts.		Use a graph to explain how woodland land use has changed in the UK over time.	**ecosystem** – all of the living things living in a given area, interacting with each other and with their non-living environments **biomes** – areas across the world which have the similar ecosystem, e.g. desert, rainforest **climate** – the general weather conditions of a place over a long period **vegetation belt** – areas across the world that have similar plant growth **temperate** – a place with a mild climate; it doesn't get extremely hot or extremely cold **tropic of Cancer** – an imaginary line which marks the end of the tropics in the northern hemisphere **tropic of Capricorn** – an imaginary line which marks the end of the tropics in the southern hemisphere **longitude** – imaginary lines which go around the world from the north pole to the south pole **latitude** – imaginary lines which go around the world parallel to the equator and explain how far north or south a place is. **species** – a class of plants or animals whose members have the same main characteristics and can breed with each other **native** – a species of plant or animal that is natural to a place and has not been brought there from somewhere else

Lesson 2 What can I learn about eco systems in the New Forest? 	Pupils should be taught to describe and understand key aspects of physical geography, including biomes.	Different trees, animals and plants native to the New Forest. About an animal native to the New Forest	Name the ecosystems in the New Forest.	**ecosystem** – all of the living things living in a given area, interacting with each other and with their non-living environments **biomes** – areas across the world which have similar ecosystems, e.g. deserts, rainforests **habitat** – the natural home of an animal or plant **climate** – the general weather conditions of a place over a long period **temperate** – a place with a mild climate; it doesn't get extremely hot or extremely cold **species** – a class of plants or animals whose members have the same main characteristics and can breed with each other **native** – a species of plant or animal that is natural to a place and has not been brought there from somewhere else
Lesson 3 How can I study a local eco system/ 	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs, and digital technologies.	What field work is	Plan various fieldwork activities. Identify the equipment and resources I will need.	**fieldwork** – visiting a location to carry out observations and tests to find out about the area **compass** – a tool which identifies cardinal directions and can be useful for locating places and navigating **quantitative** – collecting data which involves numerical information **qualitative** – data which can give you overall in-depth information about specific things **grid references** – a way of describing a location using vertical and horizontal grid lines with numbers and/or letters **northings** – numbered horizontal lines found on maps **eastings** – numbered vertical lines found on maps **observing** – looking at something carefully to find out about it **measuring** – using different tools to measure; you could do this by counting or using equipment, e.g. tape measure **recording** – making careful notes and keeping accurate records about what you find out
Lesson 4 What data can collect from my local woodland ecosystem? 	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.			
Lesson 5 How can I present the data collected from the local ecosystem? 	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs, and digital technologies		Present my data collected from fieldwork. Create a bar chart from my data. Create a pictogram from my data. analyse the data collected from fieldwork. Evaluate my fieldwork. Outcome: Create a presentation.	**fieldwork** – when you visit a place and carry out data collection **observing** – looking at something carefully to find out information about it **measuring** – using di_erent tools to measure; you could do this by counting **recording** – making careful notes and keeping accurate records about what you find out **qualitative** – collecting data which can give you overall in-depth information about specific things **quantitative** – collecting data which involves numerical information **classify** – sorting things into groups based on their similarities and di_ereces **data** – information you have collected **analyse** – looking at data and working out what it shows **present** – ways to show others information

Year 6 – UK Economy

Concept: Physical Processes

Place Knowledge	Locational Knowledge	Physical and Human Geography
Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	Identify the location of my region within England. Use clues to identify my region's key human and physical geographical features and landmarks. Understand how my region is an area within England, and there are counties, towns and cities within my region. Understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. explain how economic activity in the United Kingdom has changed understand how the United Kingdom and other countries depend on each other via the trade of resources and products. understand that events in other places can impact the UK. outline the environmental impact caused by different economic activities in the UK. Use facts and evidence to judge the sustainability of economic activity in the UK.

Unit Overview -
In this unit, children will do an in- depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability.

Previous Learning Year 1 - Children will learn about the world's geography, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico. Year 3 - Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps. Year 4 - Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes. Year 5 - Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle

Possible misconceptions
Misunderstanding of how industries fit into different sectors of the UK economy. Understanding that all industries are linked and have an impact on each other. Understanding that for countries to make money and have a strong economy, it can negatively impact the environment.

		Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1   What are the key geographical features of the UK?	Pupils should be taught to name and locate countries, cities and geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	Examples of key settlements found in the UK. How different types of settlements have different physical and human characteristics.	Give examples of physical and human landmarks found in the UK.	**agriculture** – farming, including growing crops or rearing animals for food, wool and other products **industrial land** – an area used for production **population** – the number of people living in an area **rural** – places where there are more natural spaces and fewer people **urban** – built-up places like towns and cities where there are more people **topography** – the study of the shape and physical features of the land
Lesson 2  What are the main sectors of the UK economy?	Pupils should be taught to describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources.	What the economy is What tax is Several examples of jobs from each sector	Name and describe the 3 sectors of the UK economy. Explain the types of industry in different areas of the UK	**tax** – money paid to the government by individuals and businesses that is used to fund public services like healthcare, education, and transport **economy** – how much money a country makes by making and selling goods and services **economic activity** – a set of actions that make, trade or sell goods and services and how much money is lost or made from these **process** – a series of actions which are carried out to achieve a particular result **raw materials** – a material that has not yet been changed in any way **industry** – a group of businesses that make or sell similar products or perform similar services **sector** – a section **job** – a person's role in society which makes them money and contributes taxes to the government **manufacture** – to make something from raw materials by hand or by machinery
Lesson 3  How sustainable is agriculture in the uk?	Pupils should be taught to describe and understand key aspects of human geography, including: land use, economic activity and the distribution of natural resources including food.	What agriculture is. What a mega-farm is and why they are used Some positives and negatives of mega-farms.	Give some thoughts on the sustainability of mega-farms.	**agriculture** – farming and the methods that are used to raise and look after crops and animals **consumption** – using up of a resource **efficient** – achieving maximum productivity with minimum wasted effort or expense **greenhouse gases** – gases in the atmosphere, such as carbon dioxide, which trap heat similar to the glass roof of a greenhouse **sustainable** – able to be continued over an extended period with limited consequences **topography** – the surface features of a region

Lesson 4  How sustainable is energy generation in the uk?	Pupils should be taught to describe and understand key aspects of human geography, including: economic activity and the distribution of natural Resources including energy.	What energy is. An energy source and identify whether it is renewable or non-renewable.	Identify which energy sources are more sustainable. Outline the key steps of electricity and gas distribution. Explain my opinion on the sustainability of energy generation in the UK.	**capture** – take into one's possession **controversial** – likely to cause public disagreement **energy** – power that comes from resources **fossil fuel** – a natural fuel formed from remains of living organisms **generate** – produce or create **greenhouse gases** – gases that contribute to climate change by causing a greenhouse effect in the Earth's atmosphere **import** – bring goods into a country from abroad **replenish** – fill up again **source** – a thing from which something originates **sustainable** – able to be continued over an extended period with limited consequences
Lesson 5  How sustainable is water production in the uk?	Pupils should be taught to describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources.	What the water cycle is and why water is finite. How water is supplied to homes in the UK. Know that water is traded between countries and list some countries the UK imports from.	Understand what 'virtual' water is and give examples. Explain my thoughts on the sustainability of water use in the UK.	**hydrologist** – a person who studies water on Earth, e.g., where it is and how it is used **reservoir** – a lake that is usually human-made and used to store water for various uses, like drinking **virtual** – appearing to exist **desalination** – the process of removing salt from seawater **drought** – a prolonged period of no rainfall, leading to a shortage of water **finite** – a specific and limited amount **fossil fuels** – fuels made from the fossils of animals and plants, including coal, oil and natural gas
Lesson 6   How sustainable is the use of rare earth elements?	Pupils should be taught to describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including minerals.	What rare earth elements are. What rare earth elements are used for. Some countries where rare earth elements are mined and produced.	Explain the consequences of mining for rare earth elements. I can explain how the export of rare earth elements is restricted. Explain how sustainable rare earth elements are Make some suggestions on how to improve the sustainability of the use of rare earth elements. Outcome: create a persuasive letter/poster/leaflet/presentation	**element** – a chemical substance that cannot be broken down into other substances **export** – send goods to another country for use or sale **metallic elements** – elements which are metals, e.g. gold **mining** – obtaining minerals or elements from the ground **radioactive** – release of energy that can be harmful to humans **rare earth elements** – a set of seventeen metallic elements which are an essential part of many high-tech devices **renewable energy** – energy that comes from sources that are naturally replenished **shortfall** – not being enough of something to meet demand

Year 6 – Sustainability

Concept: Physical Processes

Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	Understand that human actions can disrupt the natural physical processes on Earth. understand that what happens in the United Kingdom can impact other places. Understand that events in other places can impact the UK. Understand that the actions of individuals can have a large-scale impact. Explain the impact that plastic waste has on the environment.	Plan a geographical enquiry using fieldwork and observational skills. Collect data using a range of equipment. Record data in a variety of ways. Present my data using charts and graphs. Analyse data and explain what I have learnt.

Unit Overview -
In this unit, children will learn what plastic is and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data.

Previous Learning Year 1/2: 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
. **Year 3/4:** Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs,
and digital technologies.

Possible misconceptions - Misunderstanding of the plastic production process. Misunderstanding of uses of plastic and rules around recycling.

	NC Link	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What is plastic waste?   	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.		Understand what plastic is and its history. Understand the uses of plastic. Understand the problems that plastic creates.	**synthetic** – products that are made from chemicals or artificial substances rather than from natural ones **raw materials** – materials that are in their natural state before they are processed or used in manufacturing **extracted** – removed or taken out by effort or force **refinery** – a production place that breaks down certain materials and makes raw materials into products of value **durability** – a property of material meaning it can last a long time without being damaged **biodegradable** – something that can be decomposed by bacteria or other living things **microplastics** – tiny pieces of plastic that are less than 5 millimetres across

Lesson 2 What can our school do to reduce plastic usage?   	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught 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, plans and graphs, and digital technologies	The 5 R's. How plastic is recycled and reused.	Explain ways we can reduce plastic at home and school.	**synthetic** - products that are made from chemicals or artificial substances rather than from natural ones **raw materials** - materials that are in their natural state before they are processed or used in manufacturing **extract** - remove or take out by effort or force **refinery** - a production place that breaks down certain materials and makes raw materials into products of value **incinerate** - destroy waste material by burning **innovative** - original and creative in thinking **database** - a structured set of data held in a computer, especially one that is accessible in various ways **fossil fuel** - fuel such as coal or oil that is formed from the decayed remains of plants or animals **carbon emissions** - emissions stemming from the burning of fossil fuels including carbon dioxide **pelletise** - form or shape (a substance) into a pellet
Lesson 3    How can we plan and carry out effective ways to reduce plastic waste in school?	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.		Plan effective ways to reduce plastic waste in school. Carry out effective ways to reduce plastic waste in school.	**audit** – a process with the purpose of highlighting the areas of something that need to improve **survey** – an examination of opinions, behaviour, etc., made by asking people questions **implement** – to put a plan or system into operation **formulate** – to develop all the details of a plan for doing something **putrid** – decaying or rotting and producing an unpleasant smell
Lesson 4  	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs		Record effective ways to reduce plastic waste in school. Evaluate effective ways to reduce plastic waste in school.	**audit** – a process with the purpose of highlighting the areas of something that need to improve **survey** – an examination of opinions, behaviour, etc., made by asking people questions **implement** – to put a plan or system into operation **formulate** – to develop all the details of a plan for doing something

 How can we record and evaluate effective ways to reduce plastic waste in school?			Explain the future solutions for reducing plastic waste Outcome: Create a report	

Year 6 – Coastal Erosion

	Physical and Human Geography	Place Knowledge	Locational Knowledge
Space	Physical and Human processes	Place	Scale
identify the seas surrounding the UK. name and locate important coastal regions and features of the United Kingdom, including how they relate to key physical and human characteristics.	name and locate the physical characteristics and topographical features of coasts. describe and understand key aspects of physical geography by learning about coastal features. explain how and why some coastal features have changed over time. begin to understand erosion, deposition, and weathering, and how they affect coasts. begin to discuss how human activity can affect coastal environments. identify ways people can protect and care for coastlines.	understand that people can choose to use land in different ways, depending on the land's physical geography.	explain how changes to the coast in one place can have wider effects on nearby areas.

Unit Overview - In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline.
Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a coastline to change over time.
Children will look at case studies of the UK's coastlines.
Children will learn about coastal protection strategies.

Previous Learning -

- Year 1/2 Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Year 3/4 Children will 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.
- Year 3/4/5 Children will 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.
- Year 5 Children will describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the watercycle.

Possible misconceptions -

Misunderstanding the differences between waves and tides.

Misunderstanding that many of the physical processes happen over a short timescale rather than over a long period of time.

Misunderstanding the difference between erosion and deposition.

	NC Link	Declarative knowledge (I know…)	Procedural Knowledge (I can…)	Vocabulary
Lesson 1 What are coasts? 	Pupils should be taught to use geographical vocabulary to refer to physical features. Pupils should be taught to name, locate and identify seas and oceans.	I know what a coast is.	I can name the seas around the UK. I can name different physical features of coasts. I can explain why coastal features vary.	coast – the place where the land meets the sea or an ocean beach – a landform on the coast, characterised by sand, pebbles or shells shingle – rounded pebbles cliffs – steep. Towering rock formations along the coastline headland – a high and rocky area of land that extends into the sea bay – a curved indentation in the coastline, forming a sheltered area of water surrounded by land cove – a small bay cave – a hollow space in the rocks along the coast arch – a natural rock formation along the coast, characterised by a curved opening or passage stack – a tall and isolated pillar of rock near the shoreline stump – shorter remains of stack sand dunes – sandy hills or mounds formed by the build-up of windblown sand spit – a long narrow landform that extends from the coastline into the sea, usually made of sand or shingle
Lesson 2 How are coasts changing? 	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to identify physical characteristics and key topographical features and understand how some of these aspects have changed over time.		I can explain what erosion means. I can explain what deposition means. I can identify whether coastal features have been formed by erosion or deposition.	coast – the place where the land meets the sea or an ocean beach – a landform on the coast, characterised by sand, pebbles or shells cliffs – steep. Towering rock formations along the coastline headland – a high and rocky area of land that extends into the sea bay – a curved indentation in the coastline, forming a sheltered area of water surrounded by land cave – a hollow space in the rocks along the coast stack – a tall and isolated pillar of rock near the shoreline stump – shorter remains of stack sand dunes – sandy hills or mounds formed by the build-up of windblown sand spit – a long narrow landform that extends from the coastline into the sea, usually made of sand or shingle erosion – the process of natural forces wearing away rock or soil deposition – the process of waves leaving behind sediment on the coastline
Lesson 3 What can be done to protect coasts? 	Pupils should be taught to describe and understand key aspects of human geography. Pupils should be taught to identify human characteristics and key topographical features and understand how some of these aspects have changed over time.	I know why it is important to protect coastlines. I know some advantages of coastal defences. I know some disadvantages of coastal defences.	I can name different coastal defences.	**sea walls -** concrete walls built to stop the sea coming further onto the land or to stop parts of the coast wearing away **revetments** – steps and slopes made of wood or concrete designed to reduce the force of the waves **rock armour** – large boulders placed at the foot of a cliff to help break waves

				beach nourishment – when sand is pumped onto an existing beach to build it up **coast** – the place where the land meets the sea or an ocean **dune nourishment** – when plants are planted on sand dunes to trap sand and help build them up **erosion** – the process of gradual destruction or wearing away by wind, water or other natural sources **groynes** – barriers that stretch out from the beach towards the sea and stop the sand and pebbles moving along the beach
Lesson 4 How does coastal erosion affect people? 	Pupils should be taught to identify physical and human characteristics and key topographical features and understand how some of these aspects have changed over time.	I know how coastal erosion can affect people. I know some advantages of protecting coasts. I know some disadvantages of protecting coasts. I understand that it is not always possible to prevent coastal erosion.		**coast** - the place where the land meets the sea or an ocean **coastline** - the boundary of a coast, where land meets water **coastal defence strategies** - measures taken to provide protection against coastal erosion **coastal management** - managing coastal areas to balance environmental, economic, human health, and human activities **erosion** - the process of gradual destruction or wearing away by wind, water or other natural sources **groynes** - barriers that stretch out from the beach towards the sea and stop the sand and pebbles moving along the beach