






| Autumn - Year 1 | |
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| Themes | Our school grounds  |
| PoS NC Links | <ul style="list-style-type: none"> Children will learn to use simple fieldwork and observational skills to answer geographical questions about their school grounds. Children will learn about human and physical features and use basic geographical vocabulary to describe them. Children will learn about how to collect data, present and analyse their findings. |
| Overview | <p>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.</p> <p>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.</p> |
| Review / Previous learning | EYFS: Understanding the World: The Natural World <ul style="list-style-type: none"> 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. |
| Themes | Throughout each unit there will be four themes covered. These are: <ol style="list-style-type: none"> Locational Knowledge Place Knowledge Human and Physical Features Geographical Skills and Fieldwork |
| Skills | <ul style="list-style-type: none"> Simple sorting of human and physical features will be introduced as well as weather observation. Use aerial photographs and maps to inform their investigation of the school, the grounds and the local area. Use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather. |
| Vocabulary | aerial view, cardinal points, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, journey, maps, map key, observations, physical features, pictogram, plant life, position, record, route, sketch map, symbols, tally chart |
| Teaching sequence | |
| Theme 1, 2, 3 and 4  | <p>Lesson 1 - KQ - Which features in our school grounds encourage plant life? (2 lessons)</p> <p>Oracy - Exploratory - With partners, discuss the question: What do you already know about our school grounds?</p> <p>Purpose - Talk to gather and share information.</p> <p>Vocabulary:</p> <p>human feature - something that is made or built by humans.</p> <p>data - information gathered.</p> <p>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.</p> <p>local area - the place where you live.</p> <p>observe - to watch or listen to something carefully.</p> <p>physical feature - something that is naturally created, for example, mountains, lakes, cliffs.</p> <p>record - to gather information, usually to write something down or take pictures.</p> |

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| | <p>Assessment: What is fieldwork? What data collection methods are there? Which method is best? How can I record my data? What human and physical features can I identify?</p> |
| <p>Theme 3 and 4</p>   | <p>Lesson 2 - KQ - Where on our school grounds could we encourage plant life? (2 lessons) Oracy - Presentational - Using the map, discuss the features and symbols Purpose - Talk to share information. Vocabulary: 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. observe - to watch or listen to something carefully. record - to gather information, usually to write something down or take pictures. 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. map symbol - pictures, drawings or letters that can be used on maps to represent things in real life. sketch map - a simple and basic drawing that represents a particular place or area. Assessment: What is a map? What is a map key? What are map symbols? What is a sketch map? What does a sketch map include? Where are the plants located? Which locations could be used for more plant life?</p> |
| <p>Theme 3 and 4</p>    | <p>Lesson 3 - KQ - How can we share the locations in our school where we would encourage plant life? (2 lessons) Oracy - Presentational - Present fieldwork findings in groups. Purpose - Talk to share information. Vocabulary: 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. Assessment: How can we share a location? What is a map? What is a compass? What are directions? What language do you use to share directions? Can I use directional language to share a location?</p> |
| <p>Autumn - Year 2</p> | |
| <p>Themes</p> | <p>My wonderful world Why is the North East wonderful?</p>  |
| <p>PoS NC Links</p> | <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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. |

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| | <ul style="list-style-type: none"> 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. |
| <p>Overview</p> | <p>Why is the North East wonderful?</p> <p>This unit aims to fuel that curiosity pupils have about the natural world and their desire to know more about unfamiliar places, basic processes, habitats and landmarks. This unit builds on the local and national scale places/ features investigated in Year 1 to introduce pupils to work at the global scale. It introduces identification of the 7 continents and 5 oceans of the world, use of simple compass direction North and South. It introduces the idea of the Equator. Via introduction of some major human and physical landmarks of the world, some of the key vocabulary for geographers is introduced and a selection of country names and locations. Pupils will be using aerial photographs, globes and atlases to develop their knowledge and to become familiar with these geographical information sources. There is a possible link to a very current geographical issue in this unit around plastics in the oceans. Schools will want to make sure that during this unit the countries studied later in the school are identified with pupils. School may also have a special link country it wants to highlight. Pupils have looked at the location of the UK and the Earth from space in earlier units. This prior knowledge of land mass having different names is a building block for this unit. The UK's surrounding seas can be revised as a background to the introduction of the oceans of the world. Pupil's own knowledge of world geography is often very rich and can be developed through this unit. There may have been work done on habitats in Science or some reading of poems/ stories set in more distant locations.</p> |
| <p>Review / Previous learning</p> | <p>EYFS: Understanding the World: The Natural World</p> <ul style="list-style-type: none"> 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. |
| <p>Themes</p> | <p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> Locational Knowledge Place Knowledge Human and Physical Features Geographical Skills and Fieldwork |
| <p>Skills</p> | <ul style="list-style-type: none"> Identification of simple similarities / differences. Use of simple world maps showing continents, oceans, mountains and rivers and the equator. Use of simple atlases, satellite images of the earth and then the continents. Use of aerial photographs to recognise landmarks, basic physical features. |
| <p>Vocabulary</p> | <p>Earth, land, continent, ocean, sea, river, city, Equator, Europe, Asia, Africa, North America, South America, Oceania, Antarctica. The 5 oceans - Arctic, Atlantic, Indian, Pacific and Southern, weather.</p> |
| <p>Teaching sequence</p> | |
| <p>Theme 2 and 4</p>  | <p>Lesson 1 - KQ - <i>Where are we in this wonderful world?</i></p> <p>Oracy - <i>Would you rather live in a world with no human features or no physical features?</i></p> <p>Purpose - To share my opinions.</p> <p>Vocabulary:</p> <p>Continents - one of the earth's seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. <i>Brazil is on the continent of South America.</i></p> <p>Ocean - the vast body of saltwater covering about three quarters of the earth's surface - bigger than a sea.</p> <p>Sea - the vast body of saltwater covering about three quarters of the earth's surface.</p> <p>Land - the solid part of the earth's surface.</p> <p>human feature - something that is made or built by humans.</p> <p>physical feature - something that is naturally created, for example, mountains, lakes, cliffs.</p> <p>Focus: recall and revision of prior knowledge and building to identification of continental land masses. Using GIS, World maps showing continental land masses. Suggested resources: Simple world map with a clear title and an arrow showing North. Simple atlas with map showing the continents of the world. Luggage labels and a suitcase. Getting started: Revisit location of UK from aerial view using GIS Google Earth or similar, recall the countries, capitals, surrounding seas of the UK. On the simple world map each pupil will have, pinpoint the UK. Can anyone remember whereabouts in the UK we live? Hover over the North East and then a rapid zoom to school's location. Can we describe where we are? What else might we need to know Developing new knowledge: Zoom slowly back out on Google earth so that the rest of Europe can be seen. Recall the names of the seas surrounding the UK - where would be if we crossed the sea on a boat to the nearest solid land? Some pupils may have been on a ferry or plane. Widen the lens to look at Europe. Teacher explanation that we have special name for the big areas of land that are very close together or even joined together - continents. (the word comes from the Latin terra continents, continuous land) Using the simple atlas page, can pupils find the 7 big areas of land of the world? These can then be recorded by the pupils on their own personal map. Labels on maps are best done with a sharp pencil. Which continent is the UK nearest to? Furthest from? Do any pupils have friends or family who live on a different continent? How long do pupils think it would take to get to some of these other continents? Can pupils use the North arrow on their map to start describing the locations of the different continents - do we need some more words to help describe the location? (Pupils may be confused as to why an island is part of a continent - this is a great opportunity to show them that deep</p> |

under Channel, there is a bridge of rock between the UK and Europe that we can't see any more because it disappeared when the sea levels rose at the end of the last Ice Age.) Apply the new knowledge: pupils will write a luggage label for the class suitcase in case it gets lost giving the school's address in the UK and with the right continent. If appropriate, follow up can be to do the same for their home address.

Assessment:

What human and physical features can I identify?

What are the names of the 7 continents?

Theme 1, 2 and 4



Lesson 2 - KQ - Where are the wettest places in our world?

Oracy - Exploratory

Purpose - To gather ideas.

Vocabulary:

Continents - one of the earth's seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. *Brazil is on the continent of South America.*

Ocean - the vast body of saltwater covering about three quarters of the earth's surface - bigger than a sea.

Sea - the vast body of saltwater covering about three quarters of the earth's surface.

Land - the solid part of the earth's surface.

human feature - something that is made or built by humans.

physical feature - something that is naturally created, for example, mountains, lakes, cliffs.

River - the path that water takes as it flows downhill towards the ocean.

Focus: recall continents as areas of land, names of the major oceans and their location, major rivers of the world. North and South compass directions. Suggested resources: The world map pupils have started, Google Earth or similar, a compass. Getting started: Continent challenge - can pupils recall and name the continents by looking at the shapes and then recognise them on a GIS/ satellite image view of the Earth. (Some very clear images are also available from the NASA website). Discuss any distinctive shapes that can help pupils remember the names of the continents. What is surrounding the land of the continents? (what is the blue that can be seen from space?) Sea/ ocean/ river/ lake. Developing new knowledge: Atlas challenge. Can pupils work together to find the names of the oceans and add them to their map? The main 5 need to be shown: Arctic, Atlantic, Indian, Pacific and Southern. As a class, look at which oceans are in the north, which are in the South. What do all these oceans have in common? Salt water, home to many creatures, very important to people and our weather. Can the pupils find a river on each continent? (North America - River Mississippi, South America - River Amazon, Africa - River Nile, Europe - River Danube, Asia - Yangtze River, Oceania - Murray Darling River) Network tips - My class also wanted to add lakes to our classroom wall map. This was a great way of adding some more countries to our world map and talking about the differences between lakes, rivers and oceans.

Assessment:

What are the 5 oceans?

What are the names of the 7 continents?

Theme 3 and 4



Lesson 3 - KQ - What are the wonderful things in our world?

Oracy - Exploratory - Would you rather visit the top of a mountain or a rainforest?

Purpose - To share my opinion.

Vocabulary:

Continents - one of the earth's seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. *Brazil is on the continent of South America.*

Ocean - the vast body of saltwater covering about three quarters of the earth's surface - bigger than a sea.

Sea - the vast body of saltwater covering about three quarters of the earth's surface.

Land - the solid part of the earth's surface.

human feature - something that is made or built by humans.

physical feature - something that is naturally created, for example, mountains, lakes, cliffs.

Use of GIS images of the Earth and annotation of Geographical features. Getting started: Use the 'It's a wonderful world' David Attenborough mini film widely available via YouTube or similar. Ask pupils to watch very carefully first and listen to David talking. Can they spot any special places in the film? Now watch again with the sound off and pausing for pupils to find the words that describe the features in the film. This could be paired talk, choosing a word card and holding it up as they see the feature or similar. (You will want to watch again - its even better next time round! (Geographical features/ processes shown in the film: planet, land, ocean, mountain, volcano, forest, trees, flowers, insect, bird, sea, people, waterfall, storm, clouds, rainbow, water, coast, family, snow, jungle, whale.... There are lots more!) Developing new knowledge: Using the main geographical terms picked out in the film and some photographic images (we find 4 terms is the most that works here) of the Earth from space from different distances, help pupils to label what they can see on the surface of the earth. If you use a closer zoom image as the final one, pupils will be able to see cities/ settlement. David's film didn't have these, but pupils can now add them with their labels. Using new knowledge: There are so many follow ups here to allow pupils to use their new geographical vocabulary. Some network suggestions include - using one freeze frame from the film as a basis for a simple geographical description of the physical feature or making a list of what else David should have included in his film or adding details to a simple huge world map for the classroom wall.

Assessment:

What is the difference between a human and physical feature?

Can you name 3 physical features near school?

Can you name 3 human features near school?

Theme 1, 2, 3 and 4



Lesson 4 - KQ - Where are some of our world's most amazing places?

Oracy - Exploratory/ Presentational - Present a landmark to their group. What it is? where it is? Why is it there?

Purpose - To organise and structure ideas.

Vocabulary:

Continents - one of the earth's seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. *Brazil is on the continent of South America.*

Ocean - the vast body of saltwater covering about three quarters of the earth's surface - bigger than a sea.

Equator - an imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole and divides it into two equal halves, the Northern Hemisphere and the Southern Hemisphere.

human feature - something that is made or built by humans.

physical feature - something that is naturally created, for example, mountains, lakes, cliffs.

Focus: Human and physical features of the world. Suggested resources: Photographs of major human and physical landmarks - one from each continent would be a starting point. Teachers will want to select some that will provide a link with existing knowledge and others to be a basis for places that studied later in Geography or another curriculum area. Possible landmarks for photographs Durham Cathedral and Mount Etna (Europe), The Statue of Liberty and Grand Canyon (North America), The Amazon Rainforest, Machu Picchu (South America), Victoria Falls and the Pyramids (Africa), Mount Everest and The Great Wall of China, (Asia), Halley VI Research Base and Emperor Penguins (Antarctica) Ayres Rock and Sydney Opera House (Oceania). On the back of each photograph, write the name of the country and the continent. National Geographic is a wonderful source of high-quality photographs for this type of work. *Getting started:* Give each table a set of the photographs. Can pupils sort them out in anyway? Do any have things in common? Explain that in geography we sort things into things people have made - human features and things that are part of the natural world - physical features. Now can pupils sort the images. This could be recorded as a simple table. *Developing and using knowledge:* Pupils should match the landmark to the right continent. This could be by placing on a map or writing the name of the landmark on the continent. Pupils can choose one land mark - they will write a simple geographical description - what is it, which continent can it be found on. Can they add North/ South? The photographs can then be added to the large world map on the wall.

Assessment:

What is the difference between a human and physical feature?

Can you name 3 physical features (that are not in the school's locality)?

Can you name 3 human features (that are not in the school's locality)?

Theme 4



Lesson 5 - KQ - What is the weather like?

Oracy - exploratory - Would you rather live on a hot continent or a cold continent?

Purpose - To share my opinion.

Vocabulary:

Weather - the conditions outside at a particular place and time. Sunshine, clouds, temperature, and rain are some of the changing conditions that make up the weather.

Temperature - the degree of heat or cold of an object or an environment.

Climate - the usual weather conditions in a place.

Equator - an imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole and divides it into two equal halves, the Northern Hemisphere and the Southern Hemisphere.

Share the weather in each continent while talking about landmarks and features. Compare. North America-four seasons, warm summers and cold, wet winters. South America-high temperature, Europe-cooler summers, winters are longer and colder with snowfall. Africa-hottest continent and the largest desert. Asia-warm climate. Australia-hot summers and mild winters. Antarctica-coldest continent in the world, completely covered in ice.

Assessment:

Which continents are hotter?

Which continents are colder?

Autumn - Year 3

Themes



Land Use





PoS
NC Links


- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use 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



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.

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| Review / Previous learning | <p>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.</p> <p>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.</p> |
| Themes | <p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Locational Knowledge 2. Place Knowledge 3. Human and Physical Features 4. Geographical Skills and Fieldwork |
| Skills | <ul style="list-style-type: none"> • Pupils will re-cap learning from previous units about types of settlements and land use. • In this unit, pupils learn how settlements have changed over time and why original locations were chosen for settlements. • Pupils will examine settlements in their local area, focusing on facilities and transport links and any change over time. |
| Vocabulary | analyse, bar chart, city, evaluate, facilities, hamlet, land use, population, raw materials, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village |
| Teaching sequence | |
| <p>Theme 1, 2, 3 and 4</p>  | <p>Lesson 1 - KQ - What are the key human and physical features of the North East region?</p> <p>Oracy - Exploratory - Look at the different pictures from the North East and identify which ones they recognise from their local area.</p> <p>Purpose - Talk to acquire new knowledge</p> <p>Vocabulary:</p> <p>human feature - something that is made or built by humans</p> <p>landmark - a recognisable feature of a landscape</p> <p>physical feature - a natural part of the land, such as a river or cliff</p> <p>population - the number of people who live in an area</p> <p>rural - places where there are more natural spaces and fewer people</p> <p>urban - built-up places like towns and cities where there are lots of people</p> <p>Assessment:</p> <p>Which region do you live in? Which county do you live in?</p> <p>Can you describe some physical features of your region, such as areas of high land?</p> <p>Can you name some human features of your region, such as the main cities?</p> <p>Can you name any popular physical or human landmarks in your region?</p> |
| <p>Theme 2 & 4</p>  | <p>Lesson 2 - KQ - How can I use compasses, keys and symbols to read a map?</p> <p>Oracy - Exploratory - Building on last year's work, focus on identifying features using an atlas and then compare this to reading a map. Which one do they think is more useful?</p> <p>Purpose - Talk to generate ideas and share opinions.</p> <p>Vocabulary:</p> <p>Cardinal directions - the four main compass directions: north, east, south and west</p> <p>Ordnance Survey - the national mapping agency for Great Britain</p> <p>Ordnance Survey (OS) map - a detailed map produced by the Ordnance Survey</p> <p>compass - a magnetic instrument used for finding direction</p> <p>key - a section on a map that displays symbols and their meanings</p> <p>map symbols - a picture used to represent a feature on a map</p> <p>Assessment:</p> <p>What is a map, and why is it used?</p> <p>What is a compass, and what are the four cardinal directions?</p> <p>What are symbols?</p> <p>What is a key, and how can it be used to read a map?</p> |
| Theme 1, 2 & 3 | <p>Lesson 3 - KQ - What are the types of land use in the North East region?</p> <p>Oracy - Exploratory/ Presentational - The children will work in trios and be given pictures of different areas in the North East. They need to identify how the land is used, whether they think it is a good use of land and whether it is good for the area or bad for the area. Then the summariser will share their findings with the rest of the class.</p> <p>Purpose - Talk to share information.</p> <p>Vocabulary:</p> |

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|  | <p>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</p> <p>Assessment: How can the land be used? What are the different settlement types? What facilities does each type of land use have?</p> |
| <p>Theme 1, 2 & 3</p>  | <p>Lesson 4 - KQ - What are the important features of a settlement, and why do settlers choose specific places? Oracy - Exploratory - Concept cartoons - look at the concept cartoons and the reasons each settler has given for their choice in moving. Critique their choices. Purpose - To challenge.</p> <p>Vocabulary: 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</p> <p>Assessment: What are the important features of settlements? How have settlements changed through time? What are the specific factors that settlers consider when choosing a settlement?</p> |
| <p>Theme 1, 2, 3 & 4</p>  | <p>Lesson 5 - KQ - How can I record the facilities that are available in my local area? Oracy - Exploratory - Discuss in quads - What features of a place may encourage a person to live there? Purpose - Talk to share opinions.</p> <p>Vocabulary: city - a city is generally larger than a town. Cities will have a lot of housing, schools, universities, hospitals, offices, and often a cathedral county - a term used to refer to different 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</p> <p>Assessment: How are we connected to other places? How can I plan and prepare for a fieldwork visit to a local town?</p> |
| <p>Theme 1, 2, 3 & 4</p>  | <p>Lesson 6 - KQ - How can I present and analyze information about local facilities? Oracy - Presentational - The children will create presentations in quads where they will share the 4 best places to visit in the North East. Purpose - Talk to share opinions.</p> <p>Vocabulary: 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</p> <p>Assessment: What does the data I have collected show? What actions could I take as a result of my findings? Would I change anything if I did this again?</p> |

| Autumn - Year 4 | |
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| Themes | My Region and Campania |
| PoS NC Links | <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 in North or South America locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), |
| Overview | <p>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.</p> <p>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.</p> |
| Review / Previous learning | <p>Year 2 - Children will complete a study into their local area, including the human and physical features.</p> <p>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.</p> |
| Themes | <p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Locational Knowledge 2. Place Knowledge 3. Human and Physical Features 4. Geographical Skills and Fieldwork |
| Skills | <ul style="list-style-type: none"> Pupils will identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian. Pupils will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use. Pupils will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Pupils will learn about the continent of Europe, concentrating on key physical and human characteristics, the countries and major cities. Pupils will understand geographical similarities and differences through the study of human and physical geography of a region of England and a region in Europe. |
| Vocabulary | Aerial photograph, agriculture, Arctic Circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather |
| Teaching sequence | |
| Theme 3 & 4  | <p>Lesson 1 - KQ - How is the world represented by maps and globes?</p> <p>Oracy - exploration - What do maps and globes represent? What would happen if we did not have any maps or globes?</p> <p>Purpose - Talk to generate ideas and opinions.</p> <p>Vocabulary:</p> <p>continent - one of the Earth's large land masses</p> <p>country - an area of land with boundaries which fits within a continent</p> <p>equator - an imaginary line around the centre of the Earth at 0° latitude</p> <p>hemisphere - half of the Earth</p> <p>horizontal - moving from left to right</p> <p>vertical - moving from top to bottom</p> |

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| | <p>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 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 Assessment: What can we learn from lines of latitude and longitude? What do the tropics of Cancer and Capricorn show us?</p> |
| <p>Theme 1 & 2</p>  | <p>Lesson 2 - KQ - What are the key geographical features of Italy? Oracy -- presentational -speech - What is Italy? Purpose - Talk to share information. Vocabulary: alpine - refers to an area that has mountains, and these affect the weather. 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 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 Assessment: What are some key physical features of Italy? What are some key human features of Italy?</p> |
| <p>Theme 1 & 2</p>  | <p>Lesson 3 - KQ - What is plate tectonics? Oracy - Exploratory - Using videos, the children will have observational discussions on what they can see and begin to explore new vocabulary. Purpose - Talk to acquire new language. Vocabulary: 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 atlas - a collection of maps in book form region - a named area within a country Assessment: What is a tectonic plate? What is continental drift? How do the plates move? What happens when the plates move?</p> |
| <p>Theme 1 & 3</p>  | <p>Lesson 4 - KQ - What are earthquakes, and how do they occur? Oracy - Exploratory - concept cartoons Purpose - Talk to generate ideas and opinions. Vocabulary: 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 seismometer - a machine which produces a seismograph and measures the magnitude of an earthquake tectonic plates - sections of the Earth's crust Assessment: What is a tectonic plate, and how do the plates move? What happens when the plates move? What is an earthquake? How does it occur? Where do earthquakes happen? How is earthquake strength measured?</p> |

Theme 3 & 4



Lesson 5 - KQ - What are volcanoes, and how do they occur?

Oracy - Exploratory - spot the error - Children will look at the information in the spot the error and see if they can identify the mistake. This will focus on their ability to talk about how volcanoes erupt using accurate terminology.

Purpose - Talk to analyse, evaluate and challenge where necessary.

Vocabulary:

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

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

Assessment:

What is a volcano?

How are they formed?

What type of volcanoes are there?

Where do volcanoes occur?

Can you name a famous volcano?

Theme 3



Lesson 6 - KQ - How can I present and analyse information about local facilities?

Oracy - presentational - Would you rather live in your region or Campania?

Purpose - To share opinions. To influence others.

Vocabulary:

agriculture - farming

human feature - something made or built by humans (e.g. a tower, bridge or city)

physical feature - a natural feature of the land (e.g. a beach, mountain or river)

urban - a built-up area like a town or city

rural - a more natural space where there are few people

Assessment:

Can you name a physical feature that you can find in the UK/your region?

Can you name a key settlement which you can find in the UK/your region?

Can you give an example of a human feature or landmark you can find in the UK/your region?

Tell me something that is the same about your region and Campania, Italy.

Tell me something that is different about your region and Campania, Italy.

Autumn- Year 5

Themes

My Region and Western USA

PoS
NC Links




- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 in North or South America
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),

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 States.

Review / Previous learning

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.

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| | <p>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.</p> |
| <p>Themes</p> | <p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Locational Knowledge 2. Place Knowledge 3. Human and Physical Features 4. Geographical Skills and Fieldwork |
| <p>Skills</p> | <ul style="list-style-type: none"> • Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. • Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. • Pupils will study the physical geography of a region within North America, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. • Pupils will study the human geography of a region within North America, including types of settlement and land use. • Children will use maps, atlases and globes to locate places and describe features studied. |
| <p>Vocabulary</p> | <p>accumulation, aerial photograph, arctic circle, atlas, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use, landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population density, precipitation, quarrying, raw materials, real estate, region, river, run off, scale, significance, summit, symbol, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, vegetation, vegetation belt, village, volcano, water cycle, weather</p> |
| <p>Teaching sequence</p> | |
| <p>Theme 1 & 2</p>  | <p>Lesson 1 - KQ - What are the key geographical features of the UK and my region? Oracy - Exploratory - Use photographs, which of these features have you seen in the UK/my region? Purpose - To gather and share information. Vocabulary: 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 cliffs 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 Assessment: What are the main physical features that can be found in the UK/your region? Can you name a specific example of one of these? What key settlements can be found in the UK/your region? Can you give an example of a popular landmark in the UK/your region?</p> |
| <p>Theme 1 & 2</p>   | <p>Lesson 2 - KQ - What is the geography of the North American continent? Oracy - Exploratory - Concept cartoon. Continents. Purpose - To challenge. Vocabulary: 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 Assessment: What is a continent, and where is North America located? What are the three main countries of North America and their capital cities?</p> |

Theme 1 & 2



Lesson 3 - KQ - **What are mountains?**

Oracy - Exploratory

Purpose - To gather and share information.

Vocabulary:

erosion - the process in which earthen materials are worn away and transported by natural forces such as wind or water

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

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 are ejected from below the Earth's surface

Assessment:

What are mountains? How are mountains formed?

Where are mountains located?

What are the key features of a mountain?

How do mountains in the UK compare to mountains in the Western United States?

Theme 1 & 3



Lesson 4 - KQ - **What are the biomes and climate zones of the Western United States?**

Oracy - Presentational - Create a Weather forecast.

Purpose - Talk to structure and organise ideas.

Vocabulary:

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 affecting 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

Assessment:

What states and divisions make up the Western United States?

What is a biome, and what biomes are found in the Western United States?

What is a climate zone, and what climate zones are found in the Western United States?

Theme 1, 2 & 34



Lesson 5 - KQ - **What are the key settlements in the Western United States, and how do they compare to my region?**

Oracy - Debate - Where would you prefer to live, UK or United States?

Purpose - Talk to influence. Talk to challenge.

Vocabulary:

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 merged to form one 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

Assessment:

Where is the population most dense in the Western United States?

Why is Western United States less densely populated than the UK?

How do physical geography and climate affect population density?

Theme 1, 2, 3 & 4



Lesson 6 - KQ - What are the similarities and differences between my region and the Western United States?

Oracy - Presentation. Tour Guide of countries.

Purpose - Talk to entertain.

Vocabulary:

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 kilometer

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

Assessment:

Can you name a state that is the most similar to your region and say how it is similar?

Can you name a state that is the most different to your region and say how it is different?

| Autumn- Year 6 | |
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| Themes | My Region and Northern Brazil |
| PoS NC Links | <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 in North or South America • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |
| Overview | In this unit, children will recap their region's key human and physical features in England. Children will discover South America's different countries and capital cities and then focus on the North Region of Brazil. Children will learn the human and physical features of the North Region of Brazil, including biomes, climate zones and vegetation belts. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the North Region of Brazil. |
| Review / Previous learning | <p>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.</p> <p>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.</p> |
| Themes | Throughout each unit there will be four themes covered. These are: <ol style="list-style-type: none"> 1. Locational Knowledge 2. Place Knowledge 3. Human and Physical Features 4. Geographical Skills and Fieldwork |
| Skills | <ul style="list-style-type: none"> • Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. • Pupils will understand geographical similarities and differences by studying the human and physical geography of their region of England and a region within South America. • Pupils will study the physical geography of a region within South America, including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle. • Pupils will study the human geography of a region within South America, including types of settlement and land use. • Children will use maps, atlases and globes to locate places and describe features studied. |

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| <p>Vocabulary</p> | <p>accumulation, aerial photo, arctic circle, atlas, biodiverse, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, ecologically diverse, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use, landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population density, precipitation, quarrying, raw materials, region, river, run off, scale, significance, summit, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, vegetation, vegetation belt, village, water cycle, weather</p> |
| <p>Teaching sequence</p> | |
| <p>Theme 1 & 2</p>   | <p>Lesson 1 - KQ - What are the key features of the UK and the Northeast region? Oracy exploratory Purpose - To gather and share information. Vocabulary: human feature - something made or built by humans landform - a natural feature of the Earth's landscape that has formed through natural processes landmark - an important recognisable feature of a landscape e.g. historic building or mountain physical feature - a natural part of the land such as rivers and cliffs 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 Assessment: Oracy exploratory What are the main physical features that can be found in the UK/your region? Can you name a specific example of one of these? What key settlements can be found in the UK/your region? Can you give an example of a popular landmark in the UK/your region?</p> |
| <p>Theme 1</p>   | <p>Lesson 2 - KQ - What is the geography of the South American continent? Oracy exploratory Purpose - Talk to understand and reason. Vocabulary: biomes - large-scale ecosystems of the world with similar climates (weather, temperature), animals and plants continent - a large area of land and surrounding islands that contain multiple countries climate - the average weather conditions in a specific place over a long period (usually 30 years) rainforest - a biome which is hot and wet all year round with a high biodiversity terrain - the land or ground that you walk on, which can be flat like a field or rocky like a mountain biodiverse - the variety of plant and animal life in the world Assessment: Oracy exploratory What is a continent, and where is South America located? Oracy exploratory What are the three main countries of South America and their capital cities?</p> |
| <p>Theme 1, 2, 3 & 4</p>   | <p>Lesson 3 - KQ - My Region and the North Region of Brazil - What are Rivers? Oracy exploratory Purpose - Talk to influence. Vocabulary: 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 meander - a bend in a river mouth - the end of a river, usually when it meets the sea 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 Assessment: What are rivers? How are they formed? Oracy exploratory- What are the similarities and differences between the two rivers being compared? Why are rivers important? What are the physical features of a river? Oracy exploratory - How do people use rivers?</p> |

Theme 1, 2, 3 & 4



Lesson 4 - KQ - What are the biomes and climate zones of the North Region of Brazil?

Oracy exploratory

Purpose - To gather and share information.

Vocabulary:

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 affecting 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

Assessment:

What states make up the North Region of Brazil?

Oracy exploration What is a climate zone, and what climate zones are found in the North Region of Brazil?

Oracy exploration What is a biome, and what biomes are found in the North Region of Brazil?

Theme 1, 2, 3 & 4



Lesson 5 - KQ - How do the states and settlements in Brazil's North Region compare to mine?

Oracy Presentational - To present information in quads to identify why Brazil is less densely populated.

Purpose - Talk to generate ideas and opinions.

Vocabulary:

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

conurbation - a built-up area comprising several cities or large towns which have grown so much they have merged to form one continuous urban area

metropolis - the chief city (but not necessarily the capital) of a country, state or region

city - a type of urban settlement which is larger than a town

Assessment:

Where is the population most dense in the North Region of Brazil?

Oracy Presentational Why is North region of Brazil less densely populated than the UK?

How do physical geography and climate affect population density?

Theme 1, 2, 3 & 4



Lesson 6 - KQ - What are the similarities and differences between my region and the North Region of Brazil?

Oracy Exploratory - In pairs, the children will identify similarities and differences by comparing, analysing information and evaluating evidence.

Purpose - Talk to analyze and evaluate.

Vocabulary:

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 kilometer

census - an official population count and other information about people living 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

Assessment:

Oracy Exploratory Can you name a state that is the most similar to your region and say how it is similar?

Oracy Exploratory Can you name a state that is the most different to your region and say how it is different?

Theme 1, 2, 3 & 4



Lesson 7 - KQ - What is deforestation?

Oracy Exploratory/Presentation - The children will be grouped into teams - for and against. They will complete research and then participate in a debate.

Purpose - Talk to influence and challenge.

Vocabulary

Deforestation - the action of clearing trees

Logging - the activity or business of felling trees and cutting and preparing the timber.

Urbanization - the increase in the proportion of people living in towns and cities.

Biodiversity - the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable.

Oracy Exploratory/Presentation - Children to persuade people to stop deforestation