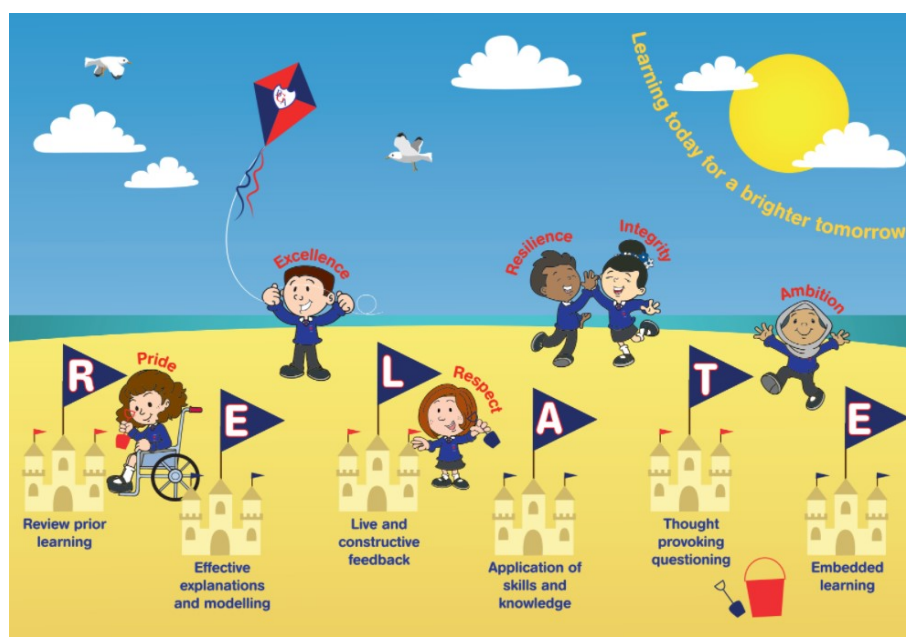


Geography Progression at Blackpool Gateway Academy.

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Whole School Topic overview

Year group	Autumn	Spring	Summer
Reception	Seasons/Plants/ Mini beasts	Safari/Africa /Polar regions	Seaside/Black pool
1	Seasons	Blackpool today	Around the Uk
2	Around the World	Continents and oceans	Hot and cold places
3	Climate zones	North America	Brazil
4	Rivers	Rainforest	South America
5	Mountains	Volcanos	Europe
6	Earthquakes	Mapping	UK

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Enrichment/Fieldwork/trips overview

Class trips/Enrichment/Opportunities for fieldwork 2021/2022					
	Topic name	Term	Trip	Objectives linked to	Possible costings
Year 1	Blackpool	Spring 2	Beach	Lesson 3 Lesson 4 Lesson 6	Minimal
Field work opportunities					
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 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					
Year 2	Continents and oceans	Spring 2	Stanley park – Mapping and orienteering.	Lesson 4:	Minimal
Field work opportunities					
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					
Year 3	Climate zones	Autumn 1	School visit https://www.planmyschooltrip.co.uk/1151/Climate-Change.php Possible Chester Zoo-different climate zones	Lesson 2 Lesson 3 Lesson 4 Lesson 6	TBC
Field work opportunities					
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					
Year 4	Rivers	Autumn 2	River Ribble trip https://ribbletrust.org.uk/rivers-classroom-classrooms/#	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Coach Possible external provider
Field work opportunities					
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					
Year 5	Mountains	Autumn 1	Trip to Gragareth	Lesson 1 Lesson 2 Lesson 4	Coach
Field work opportunities					
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied					

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use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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

Year 6	Mapping	Summer 1	Beacon fell - Orienteering	Lesson1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Coach
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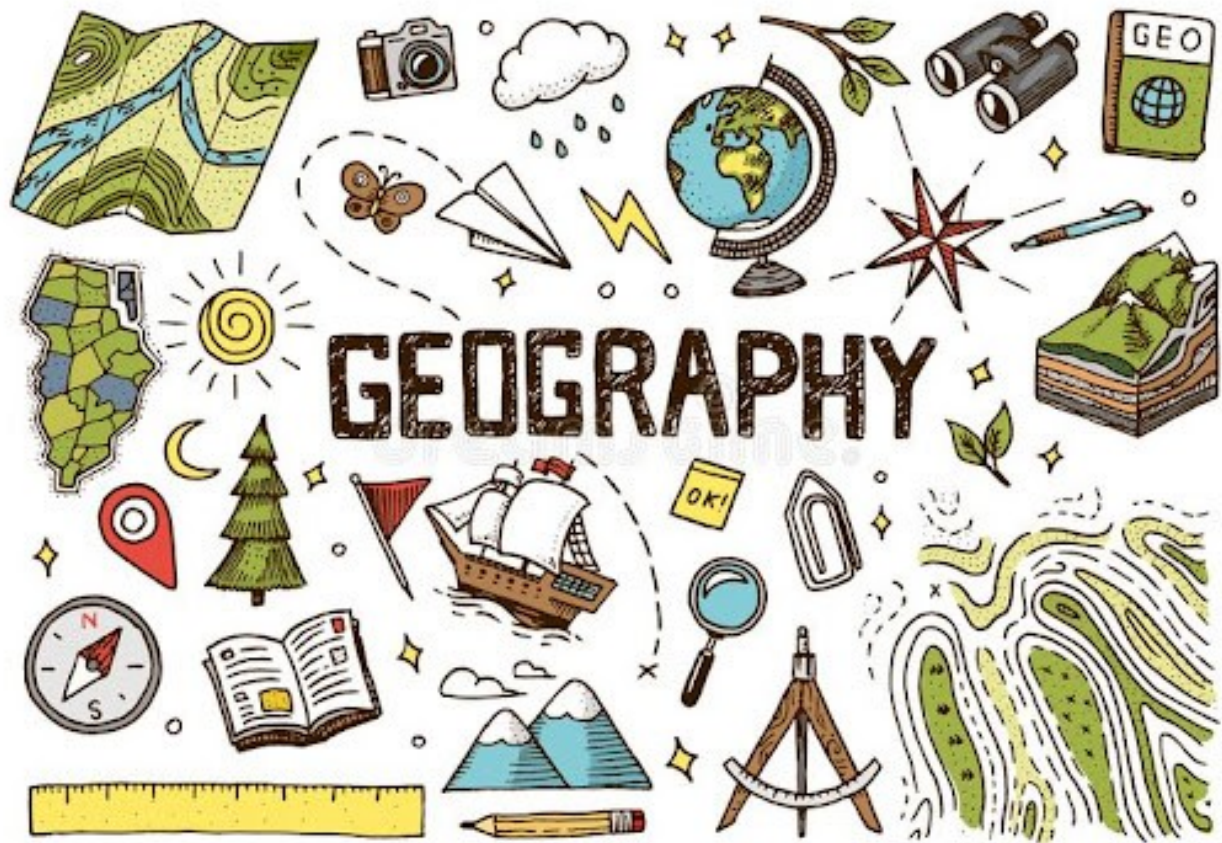
Field work opportunities

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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

EYFS



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Reception		
Autumn 1		
ELG link	Story, Theme and Possible activities	Recap activities
The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Story book: Tree - Seasons come season go (Britta Teekentrup) Theme: Seasons As a class, make a seasonal timeline. Add pictures, objects and month names Make a daily calendar for children to update, including the season Go for a walk in the same place each season. Discuss the changes seen and encourage the children to record changes on a camera. Talk about appropriate clothing for each season. Set out seasonal photos on the floor. Children throw a beanbag onto a picture, describe it and decide which season it belongs to. Talk about different seasons around the world and how they differ to the UK	
Autumn 2		
		Recap activities from Autumn 1
The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants	Story book: Sam plants a sunflower (Kate Petty) Theme: Plants and minibeasts Children can carry out careful observational drawings of the natural world using photographs they have taken using a tablet or camera. This could include minibeasts and plants Think about how to encourage more minibeasts into the setting. Children could work together to make their setting more 'bug friendly' by setting up log piles, minibeast hotels and leaf mounds in different locations.	Children could Talk about what season we are in. Children can update season calendar with months Children could Visit the same place outside and compare with photos to see how it has changed over the months and seasons.

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	<p>While searching for mini-beasts, encourage recognising and naming the different creatures and plants</p> <p>Head outside for a nature walk each term to observe how mini-beasts and plants behave in different seasons</p>	
Spring 1		
		Recap activities from Autumn 2
<p>People, culture and communities</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Story book: Safari so good (Bonnie Worth) Theme: Safari/Africa</p> <p>Explore the location of African safari areas by looking at a large African map or globe.</p> <p>Talk about how lions and other safari animals use their sense of smell. Add different scents to cotton wool balls and ask the children if they can identify or describe the smell</p> <p>Make some safari binoculars from cardboard tubes. Take the children into the outside area and explore what they can see through their binoculars</p> <p>Create a large activity tray of wet mud and add some small world hippos. Children can explore the feel of the mud as they play with the hippos</p>	<p>Children could Talk about what season we are in.</p> <p>Children can update season calendar with months</p> <p>Visit the same place outside and compare with photos to see how it has changed over the months and seasons.</p> <p>Can children go on another mini beast and plant hunt? Has anything changed from last time?</p>
Spring 2		
ELG link		Recap activities from Spring 1
<p>The natural world</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>Story book: That's not my polar bear (Fianna Watts) Theme: Polar regions</p> <p>Children look at a map to see the different polar regions.</p> <p>Children could use this song to learn about the different animals in the polar regions. https://www.youtube.com/watch?v=zBI573pwcBI</p>	<p>Talk about what season we are in.</p> <p>Children can update season calendar with months</p> <p>Visit the same place outside and compare with photos to see how it has changed over the months and seasons.</p>

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what has been read in class;	<p>Children could compare photos of the UK to photos of polar regions</p> <p>Provide the children with props and costumes to embark on their own imaginary expedition. Can the children draw a map to show their journey and the different things they encountered on the way</p> <p>Share other non-fiction books and videos that describe the Arctic. How does this place compare with our local area?</p>	<p>Can children go on another mini beast and plant hunt? Has anything changed from last time?</p> <p>Can the children look at other animals on safari and create some pictures of them?</p>
Summer 1		
		Recap activities from Spring 2
<p>People, culture and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Storybook: What the ladybird heard at the seaside. (Julia Donaldson)</p> <p>Theme: Seaside/ Blackpool</p> <p>Go on a tip to the beach - Collect shells and other beach items. Draw what they sea.</p> <p>Children could make seaside art</p> <p>Use simple maps with a teacher to plan a route to the beach.</p> <p>Look at maps to see where we live.</p> <p>Look at some of the main attractions in Blackpool. Blackpool Tower - Can we make our own towers?</p> <p>.</p>	<p>Talk about what season we are in.</p> <p>Children can update season calendar with months</p> <p>Visit the same place outside and compare with photos to see how it has changed over the months and seasons.</p> <p>Can the children look at other animals on safari and create some pictures of them?</p> <p>Can the children still remember the polar region song?</p> <p>https://www.youtube.com/watch?v=zBI573pwcbI</p>
Summer 2		
<p>During Summer 2, the Reception teachers will have decided which ELG needs to be recapped or become the focus for the final half term. This could be due to missed learning or the children needing more understanding of a certain area. This will then be discussed and planned out with the Geography lead and implemented for the final term.</p>		

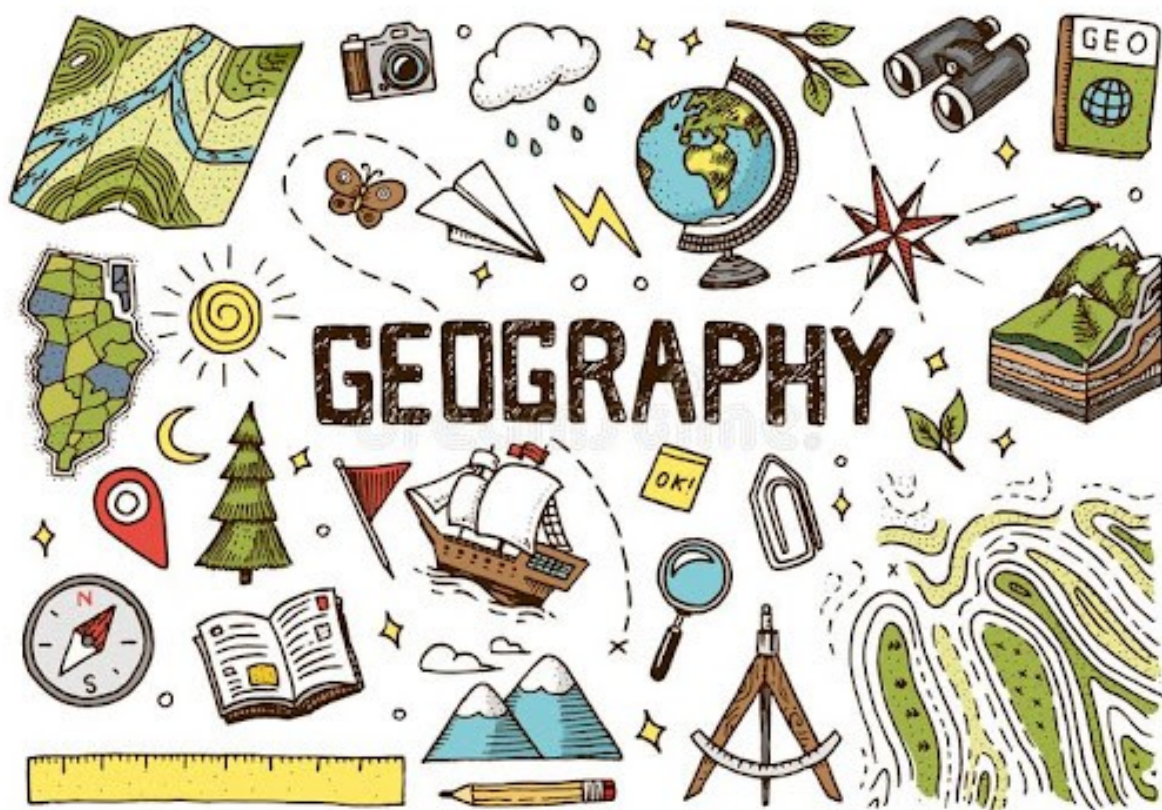
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National Curriculum for KS1			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<p>name and locate the world's seven continents and five oceans (Year 2 Continents and Oceans)</p>	<p>understand geographical 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 (Year 2 Around the world)</p>	<p>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 (Year 1 Seasons) (Year 2 Hot and Cold Places)</p>	<p>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 (Year 1 UK) (Year 2 Hot and Cold Places) (Year 2 Continents and Oceans) Year 2 Around the world)</p>
<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Year 1 UK)</p>		<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Year 1 Blackpool Today) (Year 1 UK) (Year 2 Hot and Cold Places) Year 2 Around the world)</p>	<p>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 (Year 1 Blackpool Today) (Year 2 Continents and Oceans)</p>
		<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Year 1 Blackpool Today) (Year 1 UK) (Year 2 Hot and Cold Places) Year 2 Around the world)</p>	<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 (Year 1 Blackpool Today)</p>

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			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 1 Blackpool Today)

Year 1



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Year 1		
Seasons		
Learning objectives	National curriculum link	Possible activities
I am learning to order the months of the year and recognise seasons.	identify seasonal and daily weather patterns in the United Kingdom	<p><u>You could</u> Give the children labels of the months and get them to order them.</p> <p><u>Children could</u> do a 4 Seasons photo sort</p> <p><u>Children could</u> Match the vocabulary to the photos</p> <p><u>Children could</u> Sort the months into the seasons</p> <p><u>Children could</u> record using sentences</p>
I am learning to spot the differences between the seasons	identify seasonal and daily weather patterns in the United Kingdom	<p><u>Children could</u> Decorate each tree to represent the season</p> <p><u>Children could</u> Match vocabulary to each season</p> <p>Children could Record using sentences</p>
I am learning to find clues to decide which season we are in	identify seasonal and daily weather patterns in the United Kingdom	<p><u>Children could</u> Seasonal explorer scavenger hunt</p> <p><u>Children could</u> Explore the school grounds and record your results</p>
I am learning to identify the types of clothing worn in different weather.	identify seasonal and daily weather patterns in the United Kingdom	<p><u>Children could</u> Match the clothes to the weather</p> <p><u>Children could</u> Record using sentences</p> <p><u>Children could</u> Pick the odd one out</p>

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I am learning to identify the types of weather we have in the United Kingdom and record the daily weather in our area	identify seasonal and daily weather patterns in the United Kingdom	<p>Children could create a Weather diary</p> <p>Children could consider the Use of photos to write about different weather</p>
I am learning to explore how the weather affects different jobs.	identify seasonal and daily weather patterns in the United Kingdom	<p>Children could create Job fact file</p> <p>Children could Label pictures of different jobs with sentences.</p>
Blackpool Today		
Learning objectives	National curriculum link	
I am learning to spot the differences between rural and urban areas and know what type of settlement I live in	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>Children could Use photos to spot the differences</p> <p>Children could Compare by descriptions</p> <p>Children could Complete a table to show differences</p>
I am learning to explore and record the features of our school grounds.	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>Children could take a Field trip around school</p> <p>Children could Record using pictures</p> <p>Children could Record using a table</p>
I am learning to explore and record the features of our local area.	<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> <p>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</p>	<p>Children could Field trip walk</p> <p>Children could Use photos of local area and record findings</p> <p>Children could Use directions to take you on a walk and record findings</p>

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	use basic geographical vocabulary to refer to: - key human and physical features,	
I am learning to recount a journey through my local area	<p>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</p> <p>use basic geographical vocabulary to refer to: - key human and physical features,</p>	<p><u>Children could</u> Write a short recount</p> <p><u>Children could</u> Use pictures of previous lessons trip and label them</p>
I am learning to recognise the symbols used on a map	<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 basic geographical vocabulary to refer to: - key human and physical features,</p>	<p><u>Children could</u> Match the symbol to the name</p> <p><u>Children could</u> Plot the symbols on the map</p> <p><u>Children could</u> match the feature to the symbol</p>
I am learning to create a map of my local area	use basic geographical vocabulary to refer to: - key human and physical features,	<p><u>Children could</u> Create their own map</p> <p><u>You could</u> Give the children a template map to complete</p> <p><u>You could</u> Give children a map and they add symbols and key</p>
United Kingdom		
Learning objectives	National curriculum link	Possible activities
I am learning to check my understanding of the United Kingdom	name, locate and identify characteristics of the four countries and capital cities of	<u>Children could</u> Create a mind map of the UK

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	the United Kingdom and its surrounding seas	<p><u>Children could</u> Create a short fact file</p> <p><u>Children could</u> Draw a UK poster with information</p>
I am learning to locate on a map the four countries of the United Kingdom.	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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>	<p><u>Children could</u> Use maps to label different countries</p> <p><u>Children could</u> Find them on a globe</p> <p><u>Children could</u> Colour in each country a different colour with Key</p>
I am learning to identify the four capital cities and surrounding seas of the United Kingdom	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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>	<p><u>Children could</u> Use map template to label cities</p> <p><u>Children could</u> Use maps to locate and name</p> <p><u>Children could</u> What other surrounding areas can you find using your maps?</p>
I am learning to explain the differences between human and physical features.	use basic geographical vocabulary to refer to: - key human and physical features,	<p><u>Children could</u> Name and sort the different features</p> <p><u>Children could</u> complete Matching exercise</p> <p><u>Children could</u> create Sentences explaining the differences</p> <p><u>Children could</u> Use the vocabulary to create sentences</p>
I am learning to describe the human and physical features of one of the UK's capital cities.	use basic geographical vocabulary to refer to: - key human and physical features,	<p><u>Children could</u> Write a postcard as if you were there</p> <p><u>Children could</u> Create an advert for the city</p>

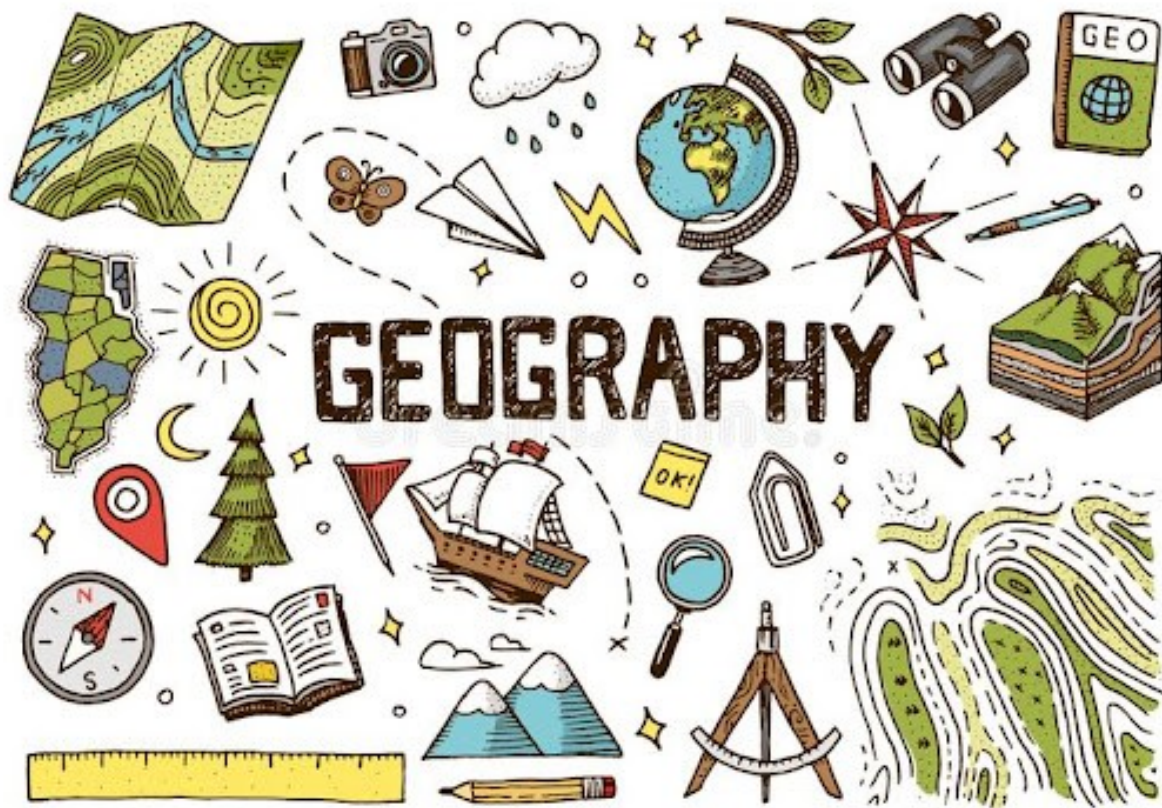
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I am learning to share my understanding of the UK	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use basic geographical vocabulary to refer to: - key human and physical features,</p>	<p>Children could complete a Show what you know activities</p> <p>You could create a Teacher assessment sheet</p> <p>Children could Complete a recorded group presentation</p>
Vocabulary		
Place names	Geographical terms and processes	Locational terms
<p>Antarctica</p> <p>Belfast</p> <p>Ben Nevis</p> <p>Cardiff</p> <p>Earth</p> <p>Edinburgh</p> <p>England</p> <p>English Channel</p> <p>Europe</p> <p>Ireland</p> <p>Irish Sea</p> <p>London</p> <p>North Atlantic Ocean</p> <p>Northern Ireland</p> <p>River Thames</p> <p>Scotland</p> <p>Wales</p> <p>Blackpool</p> <p>South Shore</p> <p>Lancashire</p>	<p>autumn</p> <p>building</p> <p>capital city</p> <p>castle</p> <p>city</p> <p>cloud</p> <p>country</p> <p>countryside</p> <p>freezing</p> <p>frosty</p> <p>ground</p> <p>island</p> <p>map</p> <p>misty</p> <p>month</p> <p>office</p> <p>rain</p> <p>route</p> <p>season</p> <p>shop</p> <p>snow</p> <p>spring</p> <p>street</p> <p>summer</p> <p>sunshine</p> <p>symbol</p> <p>temperature</p> <p>thunderstorm</p> <p>town</p> <p>village</p> <p>warm</p> <p>wind</p>	<p>across</p> <p>Arctic</p> <p>east</p> <p>inside</p> <p>local</p> <p>north</p> <p>northern</p> <p>outside</p> <p>polar</p> <p>south</p> <p>west</p> <p>Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside</p>

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	windy winter The months of the year	
By the end of Year 1		
Knowledge		Skills
<ul style="list-style-type: none"> the location and features of the local area, situating it within the nations of the UK (whose principal features and place names they should also know); this should include a basic understanding of the local climate, including seasonal change 		<ul style="list-style-type: none"> look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; work together to create a simple map of the local area; observe, record, discuss and ask questions about the main features of the local area, based on direct experience; use appropriate vocabulary when describing local features and those of the UK, including words for seasons and local weather.
Additional		
In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and map work, through opportunities within other subjects and via 'geography in the news'.		

Year 2



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Year 2		
Around the World		
Learning objectives	National curriculum link	Possible activities
I am learning to explore Zambia's physical and human features and locate it	<p>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: - key human and physical features,</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p><u>Children could</u> use a map to locate Zambia</p> <p><u>Children could</u> Create a fact file to show its different human and physical features</p>
I am learning to locate the village of Mugurameno and share what I would like to learn about it.	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>use world maps, atlases and globes to identify countries studied at this key stage</p>	<p><u>Children could</u> Use a map of Africa to locate the village of Mugurameno and its surrounding areas.</p> <p><u>Children could</u> Generate questions they would like to find out and then research as a class.</p> <p><u>Children could</u> Create a fact file about the village</p>
I am learning to compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>	<p><u>Children could</u> Create a comparison grid between how we use rivers and the use of the River Zambia.</p> <p><u>Children could</u> Draw pictures with different uses and label.</p>
I am learning to find out about food in Mugurameno and how it is prepared.	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>	<p><u>Children could</u> Make the different food in class.</p> <p><u>Children could</u> Research and record the different foods and how they are prepared.</p>
I am learning to explain how the people of Mugurameno	<p>Understand geographical similarities and differences</p>	<p><u>Children could</u> Watch videos of life in africa.</p>

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protect themselves and their homes from wild animals - and how they make use of animals in their everyday lives.	through studying the human and physical geography of a small area in a contrasting non-European country	Children could Make a how-to survive guide for people who want to move to Mugurameno.
I am learning to use photographs and information texts to help imagine what daily life in Mugurameno might be like.	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country	Children could Write a diary entry for a day in the life of... Children could Label photos of the different things that happen daily.
Continents and Oceans		
Learning objectives	National curriculum link	Possible activities
I am learning to understand where I am in the world.	name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans	Children could Use maps to find out where we are in relation to continent, country, county and town. Children could provide grid references or record their findings in sentences.
I am learning to locate the seven continents on a map.	use world maps, atlases and globes to identify the continents and oceans	Children could Use maps to label a continent map. or Use globes. Use google maps.
I am learning to locate the oceans that link the continents on a map.	use world maps, atlases and globes to identify the continents and oceans	Children could Use maps to label a continent map. or Use globes. Use google maps
I am learning to describe where different continents are located.	name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the continents and oceans	Children could complete sentences about the continents while using maps. e.g. North America is East of Europe.

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	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	
I am learning to spot the physical and human features of a continent.	<p>- name and locate the world's seven continents and five oceans</p> <p>use basic geographical vocabulary to refer to: - key human and physical features,</p>	<p><u>Children could</u> Sort different pictures of different features into 2 categories</p> <p><u>Children could</u> Name the different features in different parts of Europe.</p>
I am learning to share my understanding of a continent	<p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the continents and oceans</p> <p>use basic geographical vocabulary to refer to: - key human and physical features,</p>	<p><u>Children could</u> create a poster about the continents and oceans</p> <p><u>Children could</u> use their IT skills to create a group presentation.</p> <p><u>Children could</u> Show me what you know.</p>
Hot and Cold places		
Learning objectives	National curriculum link	Possible activities
I am learning to Identify hot and cold places and locate them on a map.	<p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p><u>Children could</u> Use maps and Atlas to find and name some of the world's hottest and coldest places. Ensure to discuss the relation to the equator.</p> <p><u>Children could</u> draw an equator line in their book and then draw pictures of different places in relation to their position.</p>
I am learning to recognise the features of a hot and a cold place	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<u>Children could</u> complete featured sentences based on pictures of hot and cold places.

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		<p>Children could draw out a landscape and label of hot and cold places.</p> <p>Children could label pictures with their features.</p>
I am learning to explore a hot or cold place	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Children could choose a hot and cold place and research it and create fact files.
I am learning to identify the animals that live in hot and cold places and recognise how they adapt.	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Children could sort different animals into different habitats.</p> <p>Children could read animal fact files and answer questions.</p>
I am learning to describe an animal that lives in a hot or cold place.	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Children could research the habitats of different animals and explain how they adapt.</p> <p>Children could design hot and cold places around animals and how they adapt.</p>
I am learning to compare a pack list for a trip to a hot place with a list for a cold place.	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Children could write an invitation to a friend to go on holiday to either a hot or cold place. They must explain what they will need to bring with them, including suitable clothing.</p> <p>Children could be shown different suitcases full of different clothes and they could identify where they think they are going and explain their choices.</p>
Vocabulary		
Place names	Geographical terms and processes	Locational terms
Amazon Rainforest Atacama Desert Australia Brazil	adapt atlas cargo continent	Antarctic Circle Arctic Circle eastern The Equator

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Canada China Egypt France India Kenya Lusaka Madagascar Mexico Norway Peru River Zambezi Sahara Desert South Africa Southern Africa Spain United States of America Victoria Falls Zambia The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern	coral reef crop desert farm field flood globe habitat hibernate human iceberg market mining national park ocean physical population rainforest recycling savanna soil waterfall wildlife	hemisphere North Pole South Pole southern western
By the end of Year 2		
Knowledge	Skills	
<ul style="list-style-type: none"> the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; the names and locations of the other continents and the world's oceans; where the world's main hot and cold regions are, and how this variation might affect everyday life differently in the UK to Zambia 	<ul style="list-style-type: none"> look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features, and comparing these with the UK; use globes and atlases to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; use globes and atlases to identify the world's hot and cold regions, locating the UK and Zambia within them; use appropriate vocabulary when describing and comparing a contrasting locality in Zambia, including words for hot and cold regions; make use of the four main compass points when describing the location of these key locations and regions. 	

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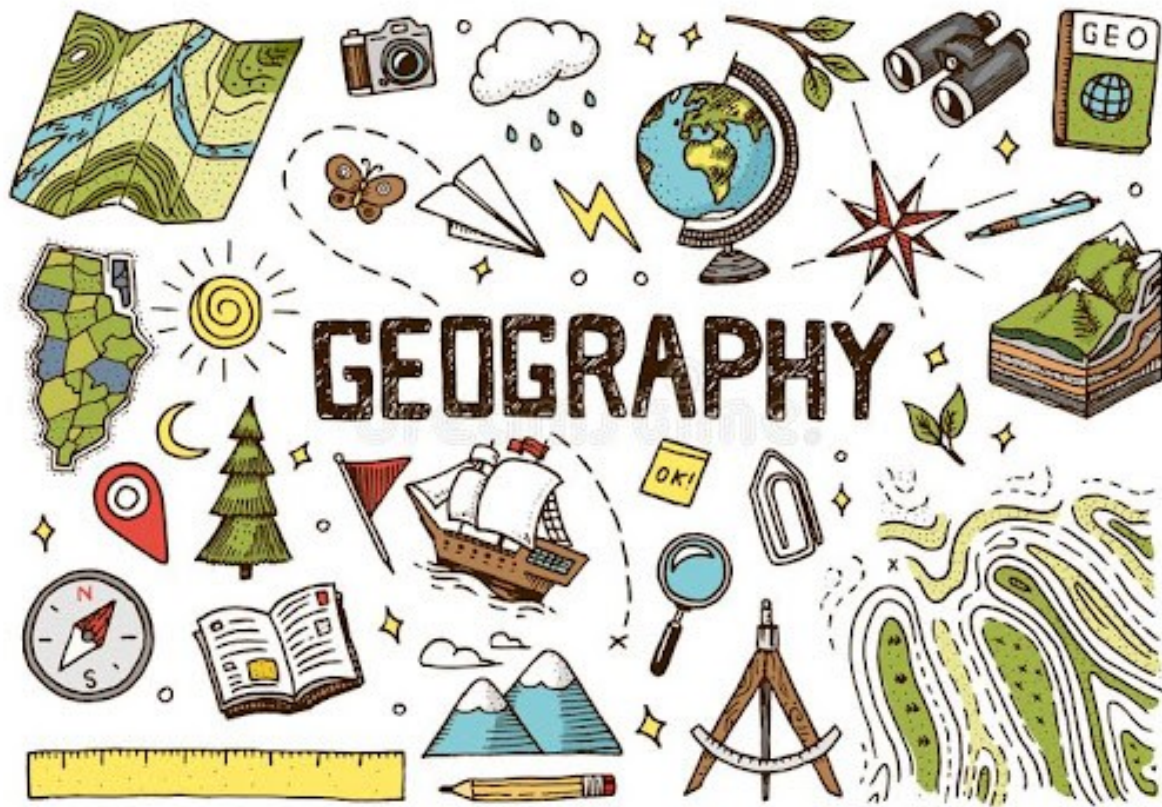
Additional	
In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.	

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National Curriculum for KS2			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>(Year 3 North America) (Year 3 Rio and South East Brazil) Year 4 South America - Amazon) (Year 5 Europe) (Year 6 mapping)</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>(Year 3 Rio and South East Brazil) Year 4 South America - Amazon) (Year 5 Europe)</p>	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>(Year 3 North America) (Year 3 Climate Zones) (Year 4 Rivers) Year 4 South America - Amazon) (Year 4 Rainforests) (Year 4 Rainforests) (Year 5 Mountains) (Year 5 Volcanos) (Year 5 Europe) (Year 6 Earthquakes)</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>(Year 3 North America) (Year 3 Rio and South East Brazil) (Year 4 Rivers) Year 4 South America - Amazon) (Year 5 Mountains) (Year 5 Volcanos) (Year 5 Europe) (Year 6 UK) (Year 6 Earthquakes) (Year 6 mapping)</p>
<p>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</p> <p>(Year 4 Rivers) (Year 5 Mountains) (Year 6 UK)</p>		<p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>(Year 3 North America) Year 4 South America - Amazon) (Year 4 Rivers) (Year 5 Mountains) (Year 5 Europe) (Year 6 UK)</p>	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>(Year 6 mapping)</p>
<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p>			<p>use fieldwork to observe, measure, record and present the human and physical features in the local</p>

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<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>(Year 3 Climate Zones)</p> <p>(Year 3 North America)</p> <p>(Year 3 Rio)</p> <p>(Year 3 Rio and South East Brazil)</p> <p>(Year 4 Rainforests)</p> <p>Year 4 South America - Amazon)</p>			<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>(Year 6 mapping)</p> <p>(Throughout all year groups)</p>
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Year 3		
Climate Zones		
Learning objectives	National curriculum link	Possible activities
I am learning to identify the different lines of latitude and explain how latitude is linked to climate.	identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle	<p>Children could write an explanation showing the difference between climate and weather.</p> <p>Children could identify the different lines of latitude on a map</p> <p>Children could explain what they might find at different latitude. .e.g. On which latitude might you find a rainforest.</p>
I am learning to locate different climate zones and explore the differences between the Northern and Southern Hemispheres.	<p>describe and understand key aspects of: physical geography, including: climate zones</p> <p>identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p>	<p>Children could explain the key differences between the northern and Southern hemispheres.</p> <p>Children could create a poster identifying different climate zone and then complete a detailed key with an explanation</p>
I am learning to compare temperate and tropical climates.	describe and understand key aspects of: physical geography, including: climate zones	<p>Children could study temperature graphs between 2 locations and then compare the similarities and differences.</p> <p>Could also look at precipitation graphs and complete similar activities.</p>
I am learning to explore weather patterns within a climate zone.	describe and understand key aspects of: physical geography, including: climate zones	<p>Children could be given partial data and they can complete graphs/tables to show results</p> <p>Children could answer questions by interesting data and begin to draw their own conclusions.</p>

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I am learning to write a weather forecast for a typical day in your choice of climate zone.	describe and understand key aspects of: physical geography, including: climate zones	<p>Children could be given a template to complete a weather forecast.</p> <p>Children could use their knowledge of previous lessons to make predictions about the weather and to create a weather forecast</p> <p>Children could write about the change in weather and temperature at different times of the day.</p>
I am learning to identify the characteristics of each climate zone	<p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p> <p>Describe and understand key aspects of: physical geography, including: climate zones</p>	<p>Children could choose a climate zone and write a persuasive text inviting somebody to live their or visit on a holiday (Including geographical justification and key vocab)</p>
North America		
Learning objectives	National curriculum link	Possible activities
I am learning to locate North America on a world map and explore the landscape.	<p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, and time zones (including day and night)</p>	<p>Children could use a map to identify the countries and oceans using latitude and longitude</p> <p>Children could look at some key place in North America and identify them using maps and record this</p> <p>Children could write down their comments and opinions on some of the landscapes in North America.</p>
I am learning to identify countries within North America and states within the USA.	locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human	Children could use maps and atlas to identify countries in North America.

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	<p>characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> also identify the capital cities of these countries</p> <p><u>Children could</u> be given a map of the USA with some states missing and they must use a map of America to identify them.</p>
I am learning to explore the physical geography of the Rockies.	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Children could</u> read the brochure in the Tour the Rockies! (Found on oddizzi) guided reading to locate the Rockies and investigate their key features.</p> <p><u>Children could</u> locate the Rockies, some of the principal peaks and National Parks, using the index and map references in a world atlas.</p> <p><u>Children could</u> work at answering some key enquiry questions: What states and provinces are the Rockies in? How do people use the Rockies at different times of year? How did the Rockies come into being?</p>
I am learning to describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Children could</u> use evidence from film footage to consider the past, present and future of the area around Mount St Helens. (Found on Oddizzi)</p> <p><u>Children could</u> use the a world map to locate the Cascades mountain range and, within it, Mount St Helens</p> <p><u>Children could</u> Look at answering enquiry questions:</p>

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		<p>Where is Mount St Helens?</p> <p>Why do some places have more volcanoes than others do?</p> <p>What does this story tell us about how landscapes change?</p> <p>Is it ever safe to live near a volcano like Mount St Helens?</p>
I am learning to compare the landscapes of different US states.	<p>describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Children could work in groups to investigate different US states and evaluate their qualities as places in which to live.</p> <p>Children could Short whole-class discussion: what makes a place good to live in?</p> <p>Children could create fact files about some of the different states.</p>
I am learning to compare New York State, New York City and where I live	<p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could compare them using venn diagrams or tables.</p> <p>Children could look to answer key enquiry questions:</p> <p>What is New York City like?</p> <p>What would you see if you flew over New York State?</p> <p>Why are there so many tall buildings in New York City?</p> <p>Why is New York similar to, or different from, the place where I live?</p> <p>What if ... New York was the capital city of the USA?</p>
Rio and South East Brazil		
Learning objectives	National curriculum link	Possible activities
I am learning to locate South America on a world map and	locate the world's countries, using maps to focus on South America, concentrating on its	Children could use maps and Atlas to find and identify South America.

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identify a range of its physical and human features.	<p>environmental regions, key physical and human characteristics, countries and cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>identify the position and significance of the Equator</p>	<p>Children could comment on pictures of South America and discuss physical and human features that they can see.</p> <p>Children could list different human and physical features of South America using a table.</p>
I am learning to locate the countries and capital cities of South America	<p>locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Children could be given a blank map of South America with numbers for each country. In their book, write down the numbers and name the country by using a map.</p> <p>This could also include capital cities.</p> <p>Children could compare time zones in different parts of South America and compare this with the UK.</p>
I am learning to compare key facts about Brazil with the UK.	<p>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>	<p>Children could map out key facts about Brazil and then compare them with facts from the UK.</p> <p>Children could identify human and physical features of the UK and Brazil and compare them</p>
I am learning to use photographs and information texts to imagine what daily life in Rio might be like	<p>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>	<p>Children could label and comment on different photos from Rio.</p> <p>Children could use these photos to create a small Rio fact file</p>

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<p>I am learning to identify how my life is linked to Rio and the South East of Brazil.</p>	<p>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>	<p><u>Children could</u> investigate the trade links with Brazil.</p> <p><u>Children could</u> watch the film: Port of Santos (on Oddizzi), about America's largest port. Discussion points: how many containers of goods are shipped in and out of this place each year? Why is it so busy? How has the port been changed in recent years, and why?</p> <p><u>Children could</u> look at a list of Brazil's exports and identify the ones they use. Then consider what your life would be like without them.</p>
<p>I am learning to identify the geographical pros and cons of hosting the Olympic Games.</p>	<p>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>	<p><u>Children could</u> read the Guided Reading: Ready, Get set, Go... to Rio! (Lower KS2 version on Oddizzi) and complete the questions based on what they have read (questions 6, 7 and 8 are more about English than Geography, so if time is limited, these could be missed out).</p> <p><u>Children could</u> create a table listing the pros and cons of hosting the Olympics</p> <p><u>Children could</u> follow these enquiry questions: Who chooses where the Olympic Games take place? What do you need to think about if you are organising a big sporting event? Why weren't the Olympic Games popular with everyone in Brazil?</p>

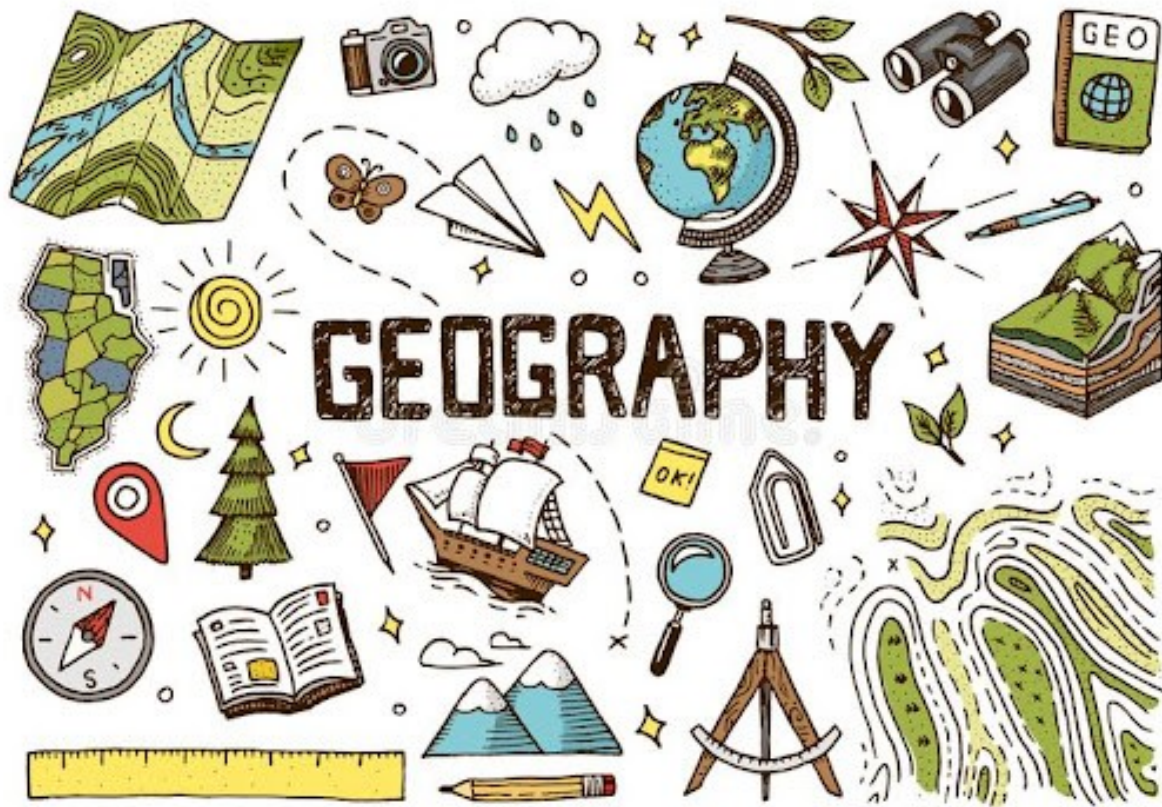
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		What are the main pros and cons of hosting a big sporting event in a country like Brazil? What if the Olympic Games happened in Blackpool?
Vocabulary		
Place names	Geographical terms and processes	Locational terms
'ABC' islands Amazon River The Andes Angel Falls Antarctic Arctic Argentina Bolivia Brasilia Cairo (Egypt) The Caribbean Central America Cerro Aconcagua Chile Columbia Costa Rica Denali Dominican Republic Ecuador Falkland Islands (Malvinas) French Guiana Great Lakes Greenland Guatemala Guyana Isthmus of Panama Jamaica Lake Titicaca London (UK) Louisiana Manaus (Brazil) Mississippi River New York Niagara Falls Nuuk (Greenland) Paraguay Rio de Janeiro	architecture arid axis bay biome climate climate change equatorial export favela glacier grassland human feature ice-field industry landscape location manufacturing Mediterranean meteorologist mineral mountain range orbit physical feature plantation polar precipitation (<i>KS1 snow, rain</i>) recreation region retail season service industry skyline sphere state temperature tilt	Eastern Hemisphere latitude longitude map index North Pole northeast Northern Hemisphere northwest southeast Southern Hemisphere southwest time zone Tropic of Cancer Tropic of Capricorn Western Hemisphere

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Rocky Mountains Sandwich Islands Santiago (Chile) Santos São Paulo Seville (Spain) South Georgia St Kitts and Nevis St Lucia Suriname Uruguay Venezuela	trade tropical volcano weather station wilderness	
By the end of Year 3		
Knowledge		Skills
<ul style="list-style-type: none"> the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting it with places previously studied; where the world's main climate zones are, and how this variation might affect everyday life differently in South-East Brazil from places previously studied; the location, and main human and physical features, of North and South America, including the location of South-East Brazil and Rio de Janeiro within the South American continent; processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. 		<ul style="list-style-type: none"> interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).
Additional		
In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.		

Year 4



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Year 4		
Rivers		
Learning objectives	National curriculum link	Possible activities
I am learning to describe the water cycle, explain what a river is and locate the world's longest rivers on a map.	<p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could write their own definition of a river</p> <p>Children could use a map to find the longest river in the world</p> <p>Children could complete an illustration of the water cycle</p> <p>Children could write a small explanation of the water cycle.</p>
I am learning to describe how rivers are used around the world	<p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could discuss and then write about the different ways rivers are used:</p> <ul style="list-style-type: none"> transport food energy survival <p>Children could follow these lines of enquiry?</p> <ul style="list-style-type: none"> Why are settlements often near rivers? Why do people need rivers to survive? How do people use rivers for fun? Why is it important to protect rivers? What if...you couldn't water the crops using the river
I am learning to identify the stages and features of a river, and the way that land	describe and understand key aspects of physical	Children could map out the different events that happen at the upper, lower and

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use changes from the source to the mouth.	<p>geography, including: rivers and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p>name and locate key topographical features of the UK (including rivers) and land-use patterns - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>middle course of a river. (including key vocabulary)</p> <p>Children could complete stem sentences and fill in the blanks using key vocabulary: e.g. The end of a river is called the.....</p> <p>This is where the river flows out into the sea or ocean, or into a lake or larger river.</p>
I am learning to recognise and explain how human activity affects rivers.	<p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could read the Three Gorges Dam case study (On Oddizzi). Using the activity sheet to guide them, pupils think about the advantages and disadvantages of the dam.</p> <p>Children could follow these enquiry questions</p> <p>What harm can people do to rivers?</p> <p>What causes river pollution?</p> <ul style="list-style-type: none"> • Why do people build dams across rivers? <p>How might people meet their needs while also caring for the rivers?</p> <p>Children could create a table with advantages and disadvantages</p>
I am learning to recognise and explain how flooding affects communities	<p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p>	<p>Children could create a flooding fact file focusing on how floods affect communities.</p>

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	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links	<p>Children could look out some case studies on floods and identify how this has had an impact on people's lives</p> <p>Children could look at some flood hotspots and discuss people's lives there.</p>
I am learning to identify the key characteristics of one of the world's longest rivers	<p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children could follow these lives of enquiry:</p> <p>What can I find out about one of the world's longest rivers? What would it be like to visit this river? What is the land near this river like? What makes this river so special?</p> <p>Children could select one of the longest rivers and create a fact file about it (Ensure they look at human and physical features)</p>
Rainforests		
Learning objectives	National curriculum link	Possible activities
I am learning to recognise what a rainforest is and locate the world's rainforests on a map.	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p>identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>Children could use a maps/atlas to identify the location of different rainforests</p> <p>Children could write down the main features of a rainforest</p> <p>Children could follow these lines of enquiry. What makes a forest a rainforest? Are all rainforests near the Equator? Why are the rainforests located where they are?</p>

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I am learning to recognise the different layers of life in a rainforest.	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	<p><u>Children could</u> write fact for all the different layers emergent layer Canopy layer understory layer forest floor</p> <p>What are the different layers of life in a rainforest? What sort of plants grow in each layer? What sort of animals live in each layer? What is it like in the different parts of a rainforest?</p>
I am learning to recognise the features that make up a rainforest.	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	<p><u>Children could</u> write different facts about: Animals Climate Plants People Food Medicine</p> <p><u>Children could</u> draw out and label their own rainforest ensuring to focus on the above.</p>
I am learning to describe the key characteristics of the Congo	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	<p><u>Children could</u> look at the Congo fact file on Oddizzi and answer questions about its features.</p> <p><u>Children could</u> look at the temperature and precipitation levels of the Congo and compare it with the UK.</p>
I am learning to describe and explain the impact of the	describe and understand key aspects of physical geography, including: climate	<u>Children could</u> follow these lines of enquiry.

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deforestation of the rainforests.	<p>zones, biomes and vegetation belts</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>What is deforestation? Why does deforestation matter to the rainforests? How is deforestation affecting the planet? What can be done about deforestation?</p> <p>Children could create a poster showing the impact of deforestation.</p>
I am learning to explain the importance of the Amazon Rainforest.	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could explore and write about the following:</p> <ul style="list-style-type: none"> oxygen - the rainforest vegetation takes in carbon dioxide and gives out oxygen medicines - a quarter of all natural medicines were discovered here undiscovered species food, eg vanilla, chocolate, nuts, ginger and pepper resources, such as rubber and bamboo wood minerals
South America - The amazon basin		
Learning objectives	National curriculum link	Possible activities
I am learning to locate The Amazon on a map and consider the significance of its location	<p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Children could use maps, atlases and globes to locate the Amazon River and rainforest. They start to relate this locational knowledge to prior knowledge about climate zones, rivers and rainforests.</p>

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	<p>Identify the position and significance of latitude, longitude and the Equator.</p>	<p><u>Children could</u> Explain that the Amazon Basin is mostly within the area of South America between the Equator and the Tropic of Capricorn. Children could use small post-it notes to mark the appropriate places on a globe</p>
<p>I am learning to describe the importance of the Amazon Basin and Rainforest</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Children could</u> use Discussion points to write about: Which countries do the river and its tributaries pass through? (River - Brazil, Peru; main tributaries - Bolivia, Colombia, Ecuador, Venezuela; minor tributaries - French Guiana, Guyana, Suriname) How far west does the river go? (Peru) Why can't it go any further west at this point? (The Andes are there) Which direction does the water flow? (downhill, especially from the Andes, where it flows eastwards across the continent)</p>
<p>I am learning to understand some of the threats to the Amazon and why they matter.</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation</p>	<p><u>Children could</u> look at save the Amazon text on Oddizzi and answer questions</p> <p><u>Children could</u> research facts and create their own save the amazon threats</p> <p><u>Children could</u> create a list of threats and rank them in order of importance.</p>

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	belts, rivers and the water cycle - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.	<u>Children could</u> also do this by looking at human and physical geography separately.
I am learning to understand some of the main human and physical features of Manaus.	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</p>	<p><u>Children could</u> explore what life is like in Manaus and look at both human and physical factors</p> <p><u>Children could</u> create a day in the life diary entry for a Person, Plant or animal</p> <p>Children could use pictures/images to compare Blackpool to Manaus ensuring to look at human and physical features.</p>
I am learning to compare the Amazon Basin with Blackpool.	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.	<p><u>Children could</u> compare climate though precipitation or weather charts with the Amazon Basin and Blackpool.</p> <p><u>Children could</u> compare different animals, plant life, and look at the conditions that allow them to survive in both settings.</p> <p><u>Children could</u> create an information report stating all the human and physical features in Blackpool and the Basin.</p>
I am learning to share my knowledge and understanding of the Amazon Basin.	Understand geographical similarities and differences through the study of the human and physical geography	<u>Children could</u> use Purple mash to create their very own Amazon Basin information Poster.

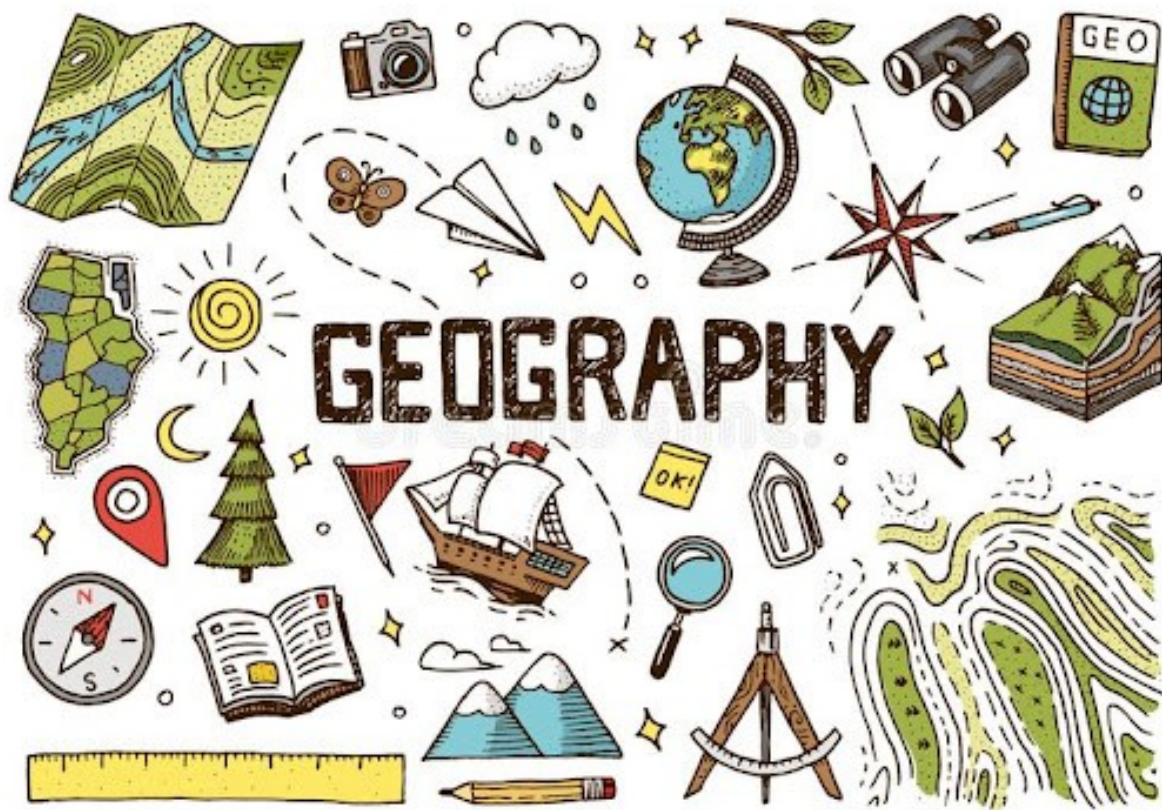
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	of a region of the UK and a region within South America.	<p>Children could create a PowerPoint in a group and feedback to the class.</p> <p>Children could use everything they have learnt this topic to create a web of knowledge.</p>
Vocabulary		
Place names	Geographical terms and processes	Locational terms
Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River	acid rain agriculture biodiversity biome canal canopy channel condensation confluence dam deforestation drainage drinking water ecosystem embankment emergent layer environment environmentalist erosion evaporation fertile flooding flood management flood plain flood prevention forest floor freshwater groundwater humidity hydro-electric power indigenous irrigation logging meander mouth pollution poverty	altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course

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	river bank river basin source transportation tributary understory valley vegetation water cycle watershed	
By the end of Year 4		
Knowledge		Skills
<ul style="list-style-type: none"> the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; the key elements of a river and how these distinctively apply to the Amazon; the key elements of a rainforest biome, how these contrast with other biomes, the main location of the world's rainforests, and how these things distinctively apply to the Amazon; how some people have adapted to life in rainforests, including the Amazon; the key elements of the water cycle and how these apply to the Amazon 		<ul style="list-style-type: none"> interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; use globes and atlases to identify the location and distribution of rainforest and other biomes; use appropriate vocabulary when describing the Amazon; rainforest and other biomes; river features and place locations.
Additional		
In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days		

Year 5



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Year 5		
Mountains		
Learning objectives	National curriculum link	Possible activities
I am learning to describe what a mountain is and locate the world's 'Seven Summits' on a map.	<p>describe and understand key aspects of physical geography, including: mountains</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children could use an atlas to locate the Seven Summits and answer questions about them.</p> <p>Children could complete definitions of a mountain</p> <p>Children could create a seven summits poster with facts for each one.</p>
I am learning to describe the key features of mountains and how they are formed.	<p>describe and understand key aspects of physical geography, including: mountain</p>	<p>Children could investigate summits, slopes and valleys.</p> <p>Children could investigate the different types of mountain and write definitions for them.</p> <p>e.g fold, fault block, volcanoes and dome mountains.</p> <p>Children could look at how mountains are formed and then write their own explanations.</p>
<p>I am learning to describe the climate of the mountains and explore mountain life</p> <p>https://www.youtube.com/watch?v=iA23Sm-HI4I</p>	<p>describe and understand key aspects of physical geography, including: mountains</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p>	<p>Children could follow these lines of enquiry:</p> <p>Why can you get snow on a tropical mountain?</p> <p>What sort of work can people do in mountain areas?</p> <p>What are the disadvantages of living in a mountain area?</p> <p>Why do people choose to live on mountains?</p> <p>Children could create reports on the climates of mountains and the life on them.</p>

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I am learning to explore and locate the UK's highest mountains.	<p>describe and understand key aspects of physical geography, including: mountains</p> <p>name and locate key topographical features of the UK (including mountains)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> locate the UK's mountains.</p> <p><u>Children could</u> Create models of the 3 peaks or write about them.</p> <p><u>Children could</u> compare the different mountains in the UK and write about the similarities and differences.</p>
I am learning to recognise the importance of the Himalayas for people living in the region.	<p>describe and understand key aspects of physical geography, including: mountains</p>	<p><u>Children could</u> use the Himalayas fact files on Oddizzi to answer questions about them.</p> <p><u>Children could</u> create their own fact files</p> <p><u>Children could</u> write a report on people who live in the Himalayas</p>
I am learning to share my knowledge about a world-famous mountain or mountainous region.	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Based on previous lessons <u>Children could</u> choose a mountain or a range of mountains to research and present to the class their findings.</p> <p>This could be written/video/powerpoint.</p>
Volcanos		
Learning objectives	National curriculum link	Possible activities
I am learning to find out about the structure of the Earth.	describe and understand key aspects of physical	

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	<p>geography, including: volcanoes and earthquakes</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> use maps to find the world's biggest volcanoes</p> <p><u>Children could</u> label a diagram with the different layers of the earth.</p> <p><u>Children could</u> create their own earths using a ball cut in half.</p> <p><u>Children could</u> look at the tectonic plates and use a map to find and label the fault lines</p>
I am learning to describe what happens at the boundaries between the Earth's plates	describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<p><u>Children could</u> explore how and why a volcano erupts.</p> <p><u>Children could</u> write a detailed description use key vocab to describe what happens at a plate.</p> <p><u>Children could</u> write out the different steps of a eruption,</p>
I am learning to describe and explain the key features of a volcano.	describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<p><u>Children could</u> label a volcano with key vocab and describe each one.</p> <p><u>Children could</u> make their own volcanos and present them to the class with an explanation.</p> <p><u>Children could</u> create an information text giving detailed vocabulary and explanation of the features of a volcano.</p>
I am learning to locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.	describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<u>Children could</u> use maps to label and locate different volcanoes in the ring of fire.

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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p><u>Children could</u> explore the pacific ring of fire and create a factual report.</p> <p><u>Children could</u> label all the features and areas of the ring of fire.</p> <p><u>Children could</u> choose a famous volcano and create a poster with all its features and information.</p>
I am learning to report on the effects of a volcanic eruption.	describe and understand key aspects of physical/human geography, including: volcanoes and earthquakes	<p><u>Children could</u> choose a case study and look at the impact of a volcanic eruption.</p> <p><u>Children could</u> focus on the physical effects of the eruption and create before and after drawings.</p> <p><u>Children could</u> write a 1st person eyewitness recount of what happened during the eruption.</p>
I am learning to evaluate the advantages and disadvantages of living near a volcano.	describe and understand key aspects of physical/human geography, including: volcanoes and earthquakes	<p><u>Children could</u> create a table showing the advantages or disadvantages of living near a volcano.</p> <p><u>Children could</u> create advertisements to try to encourage people to buy a house near a volcano.</p> <p><u>Children could</u> create advertisements warning people not to buy a house near a volcano.</p>
Europe		
Learning objectives	National curriculum link	Possible activities
I am learning to locate Europe on a world map and identify some of its characteristics.	locate Europe's countries, their environmental regions, key physical and human	As a starter, <u>Children could</u> quickly recap on the continents and locate

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	<p>characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>different countries of Europe using a map.</p> <p><u>Children could</u> compare different countries by their human and physical features. e.g. Population/Rivers etc</p> <p><u>Children could</u> create a fact file for different countries in Europe.</p> <p>E.g. Population, language spoken etc.</p>
I am learning to locate some of Europe's countries and capitals, and find out more about them.	<p>locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> use maps to locate and label capital cities</p> <p>.</p> <p><u>Children could</u> investigate different vegetation of animals across different countries in Europe.</p>
I am learning to explore different European cuisine	<p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><u>Children could</u> design a famous dish from a country in Europe.</p> <p>Cooking lesson - <u>Children could</u> cook a famous European dish based on a country.</p> <p><u>Children could</u> look at why certain countries have different dishes. e.g. the climate and the food they grow.</p>
I am learning to persuade someone to holiday in the Mediterranean.	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation</p>	<p><u>Children could</u> look at tourism in the Mediterranean and create their own holiday adverts.</p> <p><u>Children could</u> list the human and physical features that can attract people on holiday.</p>

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	belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Children could design a holiday package based on trying to persuade somebody to book their holiday. This can then be voted on as a class.
I am learning to compare and contrast the UK with Mediterranean.	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could pick a county in the Mediterranean and look at its human and physical features and then compare this to our own country.</p> <p>Children could draw and label two different settings and write a short comparison paragraph.</p>
I am learning to compare life in the Mediterranean with my life and my local area.	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children could look at a case study of a child in a Mediterranean country and:</p> <ol style="list-style-type: none"> 1) Create a diary entry for yourself and them 2) Create a table to show similarities and differences 3) Write a postcard as if you were them.
Vocabulary		
Place names	Geographical terms and processes	Locational terms
Athens Austria Belgium Ben Nevis Berlin Bucharest Carstensch Pyramid (Puncak Jaya)	aftershock alpine ash cloud avalanche border cliff face core crater	altitude epicentre height above sea level map reference plate boundary

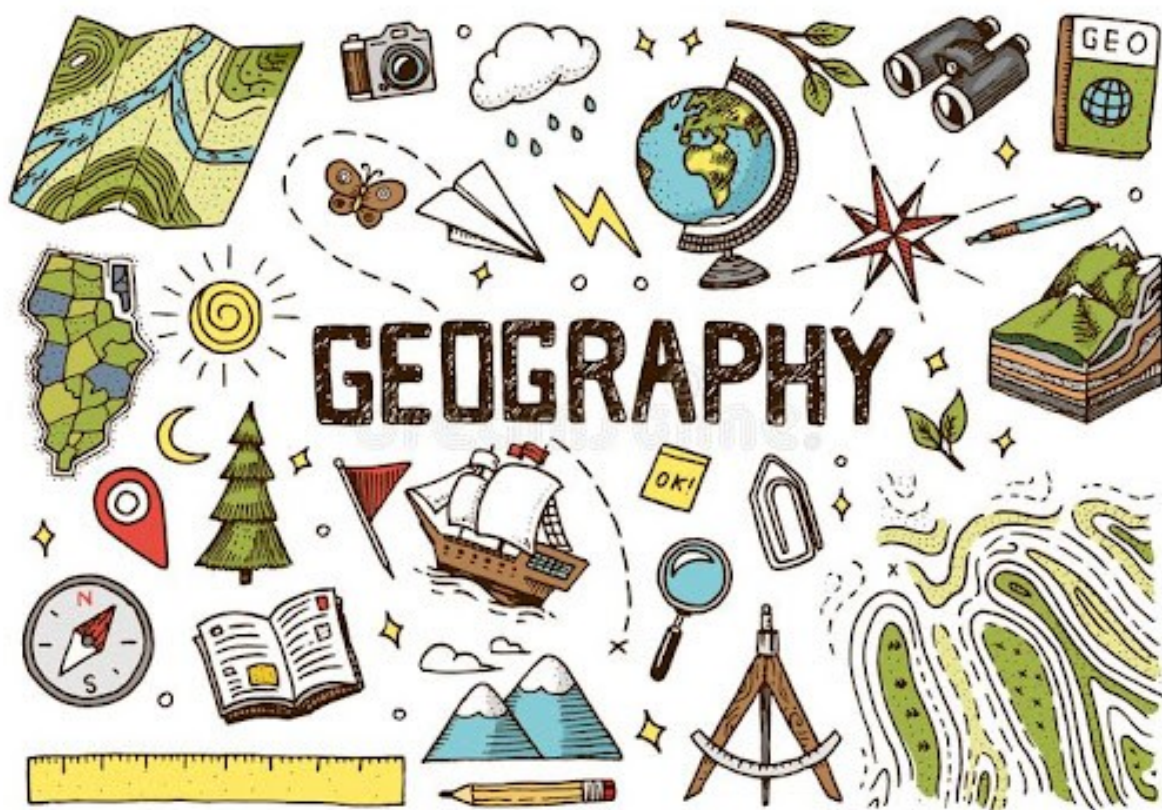
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Caucasus	crust	
Croatia	currency	
Czech Republic (Czechia)	disaster	
Etna	dome mountains	
European Union	dormant	
Everest	eruption	
Eyjafjallajökull	fault line	
Germany	fault-block mountains	
Greece	fire mountains (volcanoes)	
Haiti	fold mountains	
Hawaii	geothermal	
Himalayas	hill	
Iceland	international	
Japan	landform	
Kilimanjaro	landslide	
Lisbon	lava	
Macedonia	magma	
Malta	mantle	
Madrid	massif	
Mauna Loa	migrant	
Mediterranean Sea	peak	
Mount Elbrus	plate	
Mount Snowdon	refugee	
Mount St Helens	retail	
Nepal	Richter Scale	
The Netherlands	ridge	
Pacific Ring of Fire	scree	
Pakistan	service industry	
Paris	slope	
Pennines	summit	
Popocatepetl	tectonic	
Poland	tremor	
Portugal	tsunami	
Romania	vegetation belt	
Rome	vent	
Scafell Pike		
Scottish Highlands		
Sicily		
Slieve Donard		
Somalia		
Soufrière		
Syria		
Tanzania		
Ukraine		
Vesuvius		
Vinson Massif		
Warsaw		

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By the end of Year 5		
Knowledge		Skills
<ul style="list-style-type: none"> the location and principal features of their local region when seen at a range of scales, from the global to the immediately local; ways in which human processes (such as economic and political processes and patterns of land use, settlement and change) operate within the local region; ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region; ways in which the location and distinctive features of the region compare and contrast with those of other places studied. 		<ul style="list-style-type: none"> interpret a range of maps and aerial views of the local region, applying this information to their understanding of it and for route planning; use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change; use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; use appropriate vocabulary when describing key information about the local region to external audiences.
Additional		
<p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days</p>		

Year 6



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Year 6		
Mapping		
Learning objectives	National curriculum link	Possible activities
I am learning to create a sketch map of my local area	<p>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.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Children could</u> explore our surrounding area using google maps/ streets and then create sketch maps</p> <p><u>Children could</u> be given a half-completed sketch map and they have to label and finish it off.</p> <p><u>Children could</u> walk around the different outskirts of school and pick a point to sketch a map.</p> <p><u>Children could</u> use images of the local area to create a sketch map from.</p>
I am learning to understand and use the symbols on an ordnance survey map	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> explore and locate different ordnance symbols on a map and label their meaning.</p> <p><u>Children could</u> place ordnance symbols on a blank map.</p> <p><u>Children could</u> use grid references and an 8-point compass to locate different areas on a map.</p>
I am learning to use the eight compass points to describe routes on a map.	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Children could</u> design a route on a map using eight compass points.</p> <p><u>Children could</u> follow a route using the eight points of a compass based on a route that has been designed by the teacher.</p>

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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Children could</u> create instructions for directions for their partner to follow.
I am learning to use 4 and 6 figure grid references to locate places on a map	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> use maps and atlases to find locations based on different grid references</p> <p><u>Children could</u> create their own maps based on 4 and 6 grid references.</p> <p><u>Children could</u> write an explanation explaining how to use the grid references</p>
I am learning to plan a journey using the 8 compass points and 4 and 6 figure grid references.	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Children could</u> plan a route in their local area using the compass points</p> <p><u>Children could</u> plan out a route at a famous landmark/place/country</p> <p><u>Children could</u> plan a route to a famous holiday destination</p>
I am learning to follow a route using 8 compass points and 4 and 6 figure grid references	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical</p>	<p><u>Children could</u> follow a route around school</p> <p><u>Children could</u> follow a route in their local area</p> <p><u>Children could</u> follow a theoretical route using maps, atlases or globes.</p>

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	features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
United Kingdom		
Learning objectives	National curriculum link	Possible activities
I am learning to compare and contrast the different countries of the UK	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children could use an Atlas/map to find and compare the UK countries.</p> <p>They could compare:</p> <ul style="list-style-type: none"> Human feature Physical features Land mass Compare countries over time
I am learning to identify where I live in the UK and locate the UK's major cities	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children could follow these lines of enquiry:</p> <ul style="list-style-type: none"> What region of the UK do I live in? Where do most people live in the UK? What are the main cities in the UK? What are those cities like? <p>Children could use maps and atlases to explore the physical and human features of the UK's major cities.</p>
I am learning to identify physical characteristics of the United Kingdom.	<p>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-</p>	<p>Children could follow these lines of enquiry:</p> <ul style="list-style-type: none"> Where are the highest mountains and the longest rivers in the UK? What does it feel like to visit these places?

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	use patterns; and understand how some of these aspects have changed over time	What can people do at these places? How is the landscape different across the UK? What if...you could drive to the top of Ben Nevis?
I am learning to understand how people have affected the United Kingdom's landscape.	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	<u>Children could</u> use a writing frame to draw four pictures of human features in the UK. <u>They could</u> then describe each feature in a few sentences. <u>Children could</u> complete a report for their local planning office on changes they feel should be made to their local area in the next 50 years. They will need to think about the impact these changes will have.

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I am learning to describe and explain the sorts of industries in which people in the United Kingdom work.	describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Children could complete The UK Economy sheet (On Oddizzi) using the online information for support</p> <p>Children could follow these lines of enquiry:</p> <p>What are the UK's main industries? What is it like in the places where people work? What sort of industries might you find outside a city? Why do tourists visit the UK?</p>
I am learning to understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy	describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Children could watch the film on UK energy (Oddizzi) and write down their thoughts.</p> <p>They could write down facts they have learnt about UK energy. Using a writing frame for renewable energy, pupils summarise their findings on each of the energy sources.</p>
Earthquakes		
Learning objectives	National curriculum link	Possible activities
I am learning to explain why earthquakes occur	<p>Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Children could create their own diagram showing why earthquakes occur</p> <p>Children could write their own explanation paragraphs</p> <p>Children could use maps to find and explain about the different earthquakes.</p>
I am learning to locate where famous earthquakes have occurred and find out some key facts.	Describe and understand key aspects of physical geography, including volcanoes and earthquakes.	Children could use maps to locate different fault lines and where earthquakes occur.

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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Children could</u> create a fact file for earthquakes around the world
I am learning to write a report about a famous earthquake	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>Children could</u> select a famous earthquake to research and then produce a report: This could be: Poster Written Recorded
I am learning to identify the effects of earthquakes on land and people	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<u>Children could</u> look at case studies and evaluate the impact they have had on people lives. <u>Children could</u> look at the different ways structures are build to combat earthquakes <u>Children could</u> look at how an earthquake has changed the land formation of an area.
I am learning to identify the help people need after an earthquake	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.	<u>Children could</u> look at a case study and explore the different ways people have to rebuild their life after an earthquake. <u>This could</u> be: Poster Written Recorded
I am learning to identify how to prepare for an earthquake	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.	<u>Children could</u> create a survival kit for an earthquake <u>Children could</u> look at a Gateway plan in case of an earthquake

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		<u>Children could</u> look at how other countries plan for earthquakes.
Vocabulary		
Place names	Geographical terms and processes	Locational terms
Birmingham Bristol East of England East Midlands Great Britain Greater London Inverness Leeds Liverpool London Array Manchester North East England North West England Oxford Sheffield South East England South West England West Midlands Yorkshire and the Humber UK - the main cities, counties and regions	administrative centre aerial view built environment coastline congestion consultation developer development economy energy source finance global warming green belt greenhouse gases hydroelectric power key landmark land use national nuclear power planning power station renewable energy solar power suburb sustainable development tidal power warehouse wind farm wind power Ordnance survey National grid Index Atlas Co-ordinates easting wind turbine	grid reference offshore onshore 16-point compass terms (e.g. North-North-West, West-North-West, etc.)
By the end of Year 6		
Knowledge		Skills
<ul style="list-style-type: none"> the location and principal features of the region around Athens, when seen 		<ul style="list-style-type: none"> interpret a range of maps and aerial views of Athens, Greece and the

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<p>at a range of scales, from the global to the immediately local;</p> <ul style="list-style-type: none"> • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; • ways in which the location and distinctive features of Greece and the Athens region (including everyday life), compare and contrast with those of other places studied (especially the local region); • about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). 	<p>Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);</p> <ul style="list-style-type: none"> • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; • use globes and atlases to identify the location of Greece and the Mediterranean; • use and apply appropriate vocabulary when describing the location and distinctive features of the Mediterranean, Greece and Athens.
Additional	
<p>In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and map work), and to do so with a greater degree of confidence and independence. They should continue to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should take place through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days that include a degree of independent investigation</p>	