

# St Teresa's Catholic Primary School

## Lower Key Stage 2 Geography Sequential Components and Objectives

*Respect – Resilience – Read – Retain*



St Teresa's Catholic Primary School

***'Do the little things well'***



## Year A

### Where on Earth – UK and Europe

<ul style="list-style-type: none"> <li>• Sequential components</li> <li>• Objective titles</li> <li>• Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<ul style="list-style-type: none"> <li>• Core Knowledge</li> <li>• Retrieval</li> </ul>
<p><b>The UK - Countries, cities and waters</b>  <b>I can name and label the countries, cities and waters surrounding the UK.</b>                      Name and label the countries and capital cities and waters surrounding the UK.                      Locate other major cities in the UK.</p>	<p>Pupils know the difference between Great Britain, The British Isles and the United Kingdom.</p> <p>Pupils know the names of and locate at least 6 cities in England.</p> <p>Pupils use maps to locate countries and capitals.</p>	<p>Pupils know the names of the highest mountains in the UK.</p> <p>Pupils know the names and locate at least 8 European countries.</p> <p>Pupils know the names of a number of the world's highest mountains and name the borders.</p>	
<p><b>The UK – National rivers and mountains</b>  <b>I can identify local and national rivers and mountains.</b>                      Identify local and national rivers and mountains as well as flags and major cities of the UK.</p>	<p>Pupils know, name and locate the main rivers and mountains in UK.</p>	<p>Pupils use maps to locate and know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Distinguish between the Northern and Southern Hemisphere on both a world map and a globe.</p>	
<p><b>Europe – name and label European countries (including Russia), capital cities and flags.</b>  <b>I can name European countries.</b>                      Name and label European countries (including Russia), capital cities and flags.                      Name some of the physical and human features of the countries.</p>	<p>Pupils use maps to locate European countries.</p> <p>Pupils name and locate Europe on a map – France, Spain, Italy and Germany.</p>	<p>Pupils use maps to locate and know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Distinguish between the Northern and Southern Hemisphere on both a world map and a globe.</p>	
<p><b>Physical Features of Europe – mountains, seas, borders.</b>  <b>I can name and locate physical features of Europe.</b>                      Name and locate mountain ranges and the 10 highest mountains in the world, seas and who borders.</p>	<p>Pupils use maps to locate European countries.</p>	<p>Pupils know that climate and physical features has an important part to play when considering where and how people holiday.</p>	
<p><b>Holidays in Europe</b>  <b>I can explain why Europe is colder in the North and warmer in the South.</b>                      Discover Europe is warm in South and Cold in North. Identify the position and significance of Latitude, Longitude, equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Pupils know some of the human and physical features related to Europe.</p>		

<p><b>Understand different time zones</b>  <b>I can explain why the earth has different time zones.</b>  Identify what GMT means, explain why we have time zones, locate countries with more than one time zone.</p>	<p>Pupils understand the mountain ranges cross borders.</p> <p>Pupils identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic.</p> <p>Y3/ 4- Pupils identify the position and significance of time zones (including day and night). Use maps to locate countries with different time zones.</p>		
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## Angry Earth – Earthquakes and Volcanoes

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	Y3 On-going key objectives/ end points	Y4 On-going key objectives/ end points	<ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Retrieval</li> </ul>
<p><b>Why and where do we get volcanoes?</b>  <b>I can explain why and where we get volcanoes.</b>  Know the structure of the earth and location of famous volcanoes. Understand Plate tectonics and boundaries. Locating volcanoes on a map.</p>	<p>Pupils will name and locate earthquakes and volcanoes on globe and world maps.</p> <p>Pupils will gain a better understanding of countries location (Haiti and Japan).</p>	<p>Pupils will know what causes an earthquake and a volcano to erupt.</p> <p>Pupils will label the different parts of a volcano.</p>	
<p>What does a volcano look like?  <b>I know the structure and features of a volcano.</b>  Know the structure and features of a volcano and volcanic hazards.</p>	<p>Pupils will recognise the structure of the Earth, naming the different layers.</p>	<p>Pupils will label the earthquake features.</p>	
<p><b>What happened in Montserrat?</b>  <b>I can locate Montserrat and talk about the effects of volcano on humans and the environment.</b>  Locating Montserrat on a map. Recall Features of a volcano. Effects of volcano on humans and the environment.</p>	<p>Pupils will recognise how human geographical features change over time due to earthquakes and volcanoes.</p>	<p>Pupils will gain an understanding of the effects of earthquakes and volcanoes on humans, the economy and the environment.</p> <p>Pupils know that the physical features have an important part</p>	

	Pupils will consider how deadly earthquakes and volcanoes are.	to play when considering where and how people live.	
<p><b>What is an earthquake? Where do we get them?</b></p> <p><b>I can say what an earthquake is and where they happen.</b></p> <p>Know features and location of an earthquake. Know distribution of earthquakes.</p>		Pupils will consider how deadly earthquakes and volcanoes are and explain their reasoning.	
<p>What happens when an earthquake strikes?</p> <p><b>I can say what happens when an earthquake strikes.</b></p> <p>Locate Haiti on a map. Know the effects of the earthquake on people and the economy. Earthquakes/volcanoes - which one is more deadly?</p>			
<p><b>How can we reduce the effects of tectonic hazards?</b></p> <p><b>I can say how we can reduce the effects of earthquakes.</b></p> <p>Discover how we can reduce the effects of tectonic hazards. Planning for earthquakes. Earthquake proof buildings.</p>			
<p><b>Why do people live where volcanoes and earthquakes are?</b></p> <p><b>I can give reasons why people live near volcanoes and earthquakes.</b></p> <p>Give reasons for living in a tectonic area. Know benefits of living next to a volcano and earthquake. Compare Japan and Haiti's earthquake.</p>			

## Swimming in plastic

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Retrieval</li> </ul>
<p><b>Recap of oceans of the world and seas close to the UK.</b></p> <p><b>I can recall the world's continents and oceans. I can name and locate the UKs bordering seas.</b></p>	<p>Y3/ 4 – Prior knowledge - Pupils name and locate the world's continents and oceans.</p> <p>Pupils name and locate the UKs bordering seas.</p>	<p>Pupils understand why we use plastic and how we use it and this is the cause of the environmental issue.</p>	

<p><b>How do we use our oceans and how will the plastic end up in our oceans?</b>  <b>I can describe how we use oceans and how plastic ends up in them.</b>  Identify and describe how humans use coastal areas  Explain how human actions along coastlines may lead to pollution (plastic).</p>	<p>Y3/4 – Pupils use atlas skills to find the correct location of UK and seas.</p>	<p>Pupils know why recycling is important.</p>	
<p><b>The conditions and habitats of the ocean</b>  <b>I can describe the habitats in various areas of the ocean</b>  Explain how changing the conditions of a habitat can have detrimental impacts on species</p>	<p>Y3/ Y4 – Pupils know about some of the physical features related to the UK such as a coastline.</p>	<p>Pupils know how ecosystems and habitats are fragile and have specific conditions that when altered are threatening.</p>	
<p><b>Types of plastic and how people use it – Plastic diary (causes).</b>  <b>I can identify types of plastic and describe why it is used as a product.</b>  Identify what we use plastic for in our lives.</p>	<p>Pupils understand what being environmentally friendly means.</p>		
<p>✓ Single use plastic and waste products (causes).  ✓ <b>I can explain the advantages and disadvantages of single use plastic.</b>  Explore how single use plastic products can be reused in a creative way</p>	<p>Pupils understand how plastic waste gets from the source to the problem.</p>		
<p><b>Reducing the use – Reusable bag campaign THIS MAY TAKE 2 SESSIONS.</b>  <b>I can describe ways that people can reuse and reduce their waste.</b>  Create an advertisement campaign for a reusable bag</p>			

**Year B**

# My place in the world

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Retrieval</li> </ul>
<b>UK in the world</b> <b>I can explain what the United Kingdom is.</b> <b>Explain</b> what 'United Kingdom' means and how its flag was created. <b>Name and locate</b> each country and capital city of the UK. <b>Link</b> flags, symbols, saints and landmarks to the 4 nations of the UK	Pupils will know the difference between Great Britain, The British Isles and the UK.	Pupils know that climate and physical features has an important part to play when considering where and how people live.	<b>3 minutes – 3 questions</b> <ul style="list-style-type: none"> <li>- What is the name of your hometown?</li> <li>- What country is it in?</li> <li>- What continent are we in?</li> </ul>
<b>Population and distribution</b> <b>I can give reasons for variation in population between regions.</b> <b>Know</b> the population of the UK. <b>Explain</b> the term population density. <b>Give reasons</b> for variation in population between regions		Pupils know that climate and physical features has an important part to play when considering where and how people live.	
<b>Rural and urban areas</b> <b>I can describe the differences between rural and urban areas and give reasons for these.</b> <b>Know</b> what rural and urban areas are <b>Describe</b> the difference between rural and urban areas. <b>Explain</b> reasons for these differences.	Pupils explain clearly the main differences between a village, town and city.	Pupils know that people's jobs are determined by where they live.	<b>3 minutes – 3 questions</b> -Which continent is the UK part of? -Can you name the capital cities of the UK? -Which region of the UK do we live in?
<b>Migration</b> <b>I can describe what migration is and why people want to migrate to the UK.</b> <b>Describe</b> what migration is <b>Explain</b> how the United Kingdom has lots of different people who live there. <b>Decide</b> why people want to migrate to the United Kingdom.	Pupils know the main differences between an urban and rural location within the UK.	Pupils use the choropleth map (heat map) of the UK to find out where in the UK is hottest, wettest or driest.	<b>3 minutes – 3 questions</b> <ul style="list-style-type: none"> <li>- What does the word population mean?</li> <li>- How many people live in the UK?</li> <li>- What does population density mean?</li> </ul>
<b>Tourism</b> <b>I can describe what tourism is and explain how it can have a positive and negative impact on a rural area.</b> <b>Know</b> what tourism means. <b>Describe</b> the reasons people go on holiday in a named rural and urban area of the UK. <b>Explain</b> how tourism can have a positive and negative impact on a named rural area	Pupils can compare and contrast regions in the UK that are different and begin to appreciate why physical and human features will be different in these places.		
<b>Weather</b> <b>I can describe weather patterns in the UK and use a climate graph to answer questions about weather in a city.</b> <b>Describe</b> the weather patterns for different parts of the UK. <b>Decide</b> the best activities to do in different types of weather. <b>Use</b> a climate graph to <b>answer</b> questions about the weather in a city	Pupils use world maps to locate countries and capitals.		-Do you live in a rural area or an urban area? How do you know?  <b>3 minutes – 3 questions</b>

<p><b>Case study: London</b>  <b>I can produce a case study on London</b>  <b>Describe</b> the population and weather patterns for London. <b>Discuss</b> why London is an urban area.  <b>Explain</b> why London is popular with tourists and migrants.</p>	<p>Pupils use images and maps to recognise human features of places studied.</p> <p>Pupil identify seasonal and daily weather patterns in the UK.</p> <p>Pupils use basic geographical vocabulary to refer to key physical features.</p> <p>Pupils know about some of the physical features related to the UK e.g. Lake District, Coastal Areas.</p> <p>Pupils talk about the features in their local environment and compare it with another they know.</p>		<p>-What is the key word for a city?  - Would rural areas be densely or sparsely populated?  -Where would you find very few schools or hospitals?</p> <p><b>3 minutes – 3 questions</b>  -What does migration mean?  What is the difference between push and pull factors?  -Give one reason why someone might want to migrate to the UK.</p>
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## Seaside Rocks – Field Trip - Headland

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Retrieval</li> </ul>
<p><b>Locating Coastal Resorts. UK</b>  <b>I can locate coastal resorts using an atlas and find out why people visit the coast.</b>  Use an atlas to find out information  Name and locate some of the famous coastal resorts of the UK and of the world</p> <hr/> <p><b>Where in the World?</b>  <b>I can name and locate bodies of water in relation to chosen coastal destinations.</b>  Use an atlas to find out information  Name and locate some of the major coastal destinations of the UK and of the world  Identify the continents and the world's major bodies of water</p>	<p>Pupils know about some of the physical features related to coastal areas in the UK.</p> <p>Pupils use an atlas to locate coastal resorts (including Seaton Carew).</p> <p>Pupils know the names of the 3 main seas that surround the UK.</p>	<p>Pupils understand how coastal areas have changed over time due to erosion.</p> <p>Pupils can label the different features of a coastline.</p>	

<p><b>Healthy Beaches</b>  <b>I can explain how human actions modify the physical environment.</b>  Describe their own experiences at the coast/visit to a coastal resort. Compare and contrast photographs of two beaches  Explain how humans living near beaches affect ocean plants and animals</p>	<p>Pupils create a report after a fieldwork activity that focuses on geographical features observed.</p> <p>Pupils recognise how physical geographical features change over time (bay/ headland).</p> <p>Pupils understand what being environmentally friendly means.</p>		
<p><b>Erosion</b>  <b>I can explain the cause and effects of erosion.</b>  What erosion means.  How erosion changes rocks.  How erosion can change the landscape.</p>			
<p><b>Coastal Features</b>  <b>I can name the key features of a coastline.</b>  The correct geographical terms for the physical features of a coastline</p>			
<p><b>Bays and Headlands</b>  <b>I can describe how bays and headlands are formed.</b>  Headlands are formed when the sea attacks a section of coast with alternating bands of hard and soft rock.  The areas where the soft rock has eroded away, next to the headland, are called bays</p>			
<p><b>Caves, arches, Stack and Stumps</b>  That caves are formed when waves force themselves into weaknesses in the rock. That erosion creates arches, stacks and stumps.</p>			
<p><b>Changing Coastlines</b>  <b>I can explain how coastlines are always changing and predict how they might change in the future.</b>  That coastal erosion can happen quickly as well as over time  To predict how landscapes may change in the future  How coastal erosion affects those who live there.</p>			
<p><b>Coastal defences</b>  <b>I can identify the different coastal defences and evaluate their effectiveness.</b>  To identify different coastal defences  To evaluate the effectiveness of each coastal defence  To design and create their own coastal defences</p>			

**Pupils produce a written piece of work (as a Geographer) which consolidates all the learning from this topic.** Pupils will learn that: They can put together all the knowledge they have acquired from this unit to create an informative and geographically accurate leaflet.



## Journey of the River Tees \*Field Trip\*

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y5</b> <b>On-going key objectives/</b> <b>end points</b>	<b>Y6</b> <b>On-going key objectives/</b> <b>end points</b>	<ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Retrieval</li> </ul>
<p><b>The water cycle – how water moves around the system.</b>  <b>I can describe the water cycle and say how water ends up in the river.</b>  Describe what the water cycle is  Identify key terms and features of the water cycle. Link the water cycle to how water ends up in a river.</p>	<p>Pupils describe what the water cycle is and how water ends up in a river.</p> <p>Pupils know, name and locate the main rivers in the <b>UK</b>.</p>	<p>Pupils use google earth to locate and follow the journey of rivers.</p> <p>Pupils know the effect and response to natural disasters and offer solutions (flooding).</p>	<p>Name any rivers they know.</p>
<p><b>The Drainage Basin – river structure and features.</b>  <b>I can identify the features of a river, its purpose and how its features are linked.</b>  There are many features of a river.  Each feature of the river has a different purpose  Each feature of the river is linked  <b>River Processes – Erosion, Transportation and Deposition.</b>  <b>I can explain the three processes of a river.</b>  Rocks become smaller as they travel down a river. There are three processes of a river: erosion, transportation and deposition.</p>	<p>Pupils know and label the main features of a river.</p> <p>Pupils know the name of and locate a number of the world’s longest rivers.</p> <p>Pupils know about some of the physical features of the UK.</p>		
<p><b>Features found in the upper course of a river – Waterfalls – High Force.</b>  <b>I can describe the features of the upper course of a river like those found at High Force.</b>  The upper course of a river is from its source. There are many key terms and features of the upper course  waterfalls are formed in the upper course of the river.</p>			
<p><b>Features found in the middle course of a river – meanders and oxbow lakes – Yarm.</b>  <b>I can describe the middle course of the river and say what forms there.</b>  Pupils will learn:  The middle course of a river looks different to the upper course.  There are many key terms and features of the middle course.  Meanders and oxbow lakes form in the middle course of a river.</p>			
<p>Features found in the lower course of a river – Floodplains and Levees – Middlesbrough.  <b>I can describe the features found in the lower course of the river.</b>  The lower course of a river looks different to the upper course of a river. There are key terms and features in the lower course of a river. Floodplains and Levees are found in this part of the river</p>			

<p>How do rivers impact on human activity – causes, of flooding. <b>I can describe how rivers impact on human activity.</b></p> <p>Pupils will learn: People build on Floodplains River flooding can be natural or man-made. River flooding can have effects on the landscape and people.</p>			
<p><b>How do rivers impact on human activity – effects and responses to flooding.</b> <b>I can describe why a river might flood, the effects this has and how there are different ways to respond to this.</b></p> <p>There are many causes to a river flood. River flooding has many effects on the environment and people. There are different ways to respond to river flooding.</p>			
<p><b>How do rivers impact on human activity – management of rivers</b> <b>I can describe how flooding impacts on people’s lives and identify the solutions to this.</b></p> <p>Flooding is an issue for many people. There are many solutions to the flooding problem. Solutions can involve hard engineering and soft engineering.</p>			