St Teresa's Catholic Primary School

Upper Key Stage 2 Geography Sequential Components and Objectives

Respect – Resilience – Read – Retain

'Do the little things well '

YEAR A

Tropical Rainforest

• Sequential components • Objective titles • Key ideas	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	• Core Knowledge • Retrieval
What is a Biome and Ecosystem? **I can describe the difference between biome and ecosystem, and why the world has different types of Biomes.** Define the terms Biome and Ecosystem Describe some characteristics of different biomes Describe how Biomes link together	Pupils can identify the position and significance of latitude, longitude, **equator**, Northern and Southern Hemisphere. Pupils will identify features of a Globe (latitude, longitude, equator, northern and southern hemisphere, tropics). Pupils use graphs to record features such as temperature and rainfall. Pupils know what is meant by the term tropics. Pupils know what is meant by Biomes and know the features of a specific Biomes. Pupils know and recognise the physical conditions necessary for the creation of different Biomes. Pupils will contrast the main features found in two different Biomes. Pupils know the names and locate where rainforests are,	Pupils can identify the position and significance of latitude, longitude, **equator**, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn. Pupils know what is meant by latitude and longitude. Pupils know about climate zones, biomes and vegetation belts. Pupils appreciate why people would chose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with. Pupils know about deforestation and its potential impact on the local area and the world, including social, economic and environmental.	✓ Knowledge of Tropical Rainforest (Y2)
Where is the tropical rainforest? **I can locate the tropical rainforest.** Tropical Rainforests are found 5-10 degrees North and South of the Equator Tropical Rainforests are found in narrow bands. Tropical Rainforests are found on the Equator because there is a lot of sunlight and rainfall.			
What is the climate like in the Tropical Rainforest? **I can locate Japan and identifying key human and physical features** Tropical Rainforests have an equatorial climate An equatorial climate has constant high temperatures and rainfall Tropical Rainforests experience a daily pattern or weather			
How do plants grow in the Tropical Rainforest? **I can identify different types of plants that can be found in the Tropical Rainforest and say how they survive.** •Plants have to adapt in order to survive the conditions (Sunlight, water) • Each adaptation is unique			
Where do the Animals live in the Tropical Rainforest? **I can describe the different layers of the Tropical Rainforest and why they are home to different animals.** The rainforest has many layers (Forest floor, under canopy, canopy, emergent). Each layer of the rainforest has different conditions. In order to survive, different animals live in different layers.			
How do Animals survive in the Tropical Rainforest? **I can explain how animals survive in the tropical rainforest .** Animals need to adapt to the Tropical Rainforest the same way plants do. Animals use different layers of the Tropical Rainforest for different reasons			

How do Human's use the Tropical Rainforest? **I understand the causes of deforestation and why they are important on a local, national and global scale.** Amazonian tribes live in the Tropical Rainforest. We use the Rainforest for everyday items.	including Amazon, Kongo and Indonesian. Pupils label layers of a rainforest. Pupils know what deforestation is.		
What impact do Humans have on the Tropical Rainforest? **I can identify the effects of deforestation on a local, national and global scale.** Deforestation can have both positive and negative effects. Humans are the main cause of deforestation. Effects of deforestation can be social, economic and environmental. Effects of deforestation can affect both the local area and the whole world.			
How can we protect the Tropical Rainforest? **I can explain how we can protect the Tropical Rainforest.** There are a number of ways to solve deforestation. Solutions to deforestation is everyone's responsibility. There are ways to deforest sustainably.			

North America

• Sequential components • Objective titles • Key ideas	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	• Core Knowledge • Retrieval
Geographical features of the USA **I can locate some states, features and settlements in the USA.** Locate the USA on a world map. Know about and locate some of the states, features and settlements in the USA. Understand the location of the USA in comparison with the UK	Pupils will name and locate North and USA on an unmarked Map. Pupils will locate states, features and settlements of USA. Pupils will understand the formation of a canyon and process of erosion. Pupils will interpret a range of sources of geographical	Pupils will name and locate the countries in North America and their capital cities. Pupils will identify causes and impacts of a hurricane and wild fire. Pupils will use a population distribution map to say why places are sparsely or densely populated.	Erosion, rivers and coast
Physical features of the Grand Canyon **I can describe the physical features of the Grand Canyon.** Canyons are physical features of the USA. Understand how the Grand Canyon formed over time. Know the similarities and differences between valleys and canyons			
Physical challenges facing North America **I can describe the physical challenges facing North America.** Know the causes and impacts of two extreme weather events in the USA. Know about places in the USA that experience wildfires and hurricanes.			

Compare the impacts and responses of extreme weather events.	information, including maps, diagrams and graphs.	Pupils will reflect on key changes that have occurred in buildings, trade and population. Pupils compare human and physical features of a place in the UK with USA.	
Population of North America **I can locate sparse and densely populated areas in the USA and compare to cities in the UK.** Know about the term population density and reasons for sparse and dense populations. Locate the most and least populated states on a map of the USA. Compare sparse and densely populated areas in the USA and I can compare this to cities in the UK.			
Food and farming in North America **I can describe the physical and human factors that affect the farming industry in North America.** Identify the distribution of farming in the USA. Know how to create and describe a bar graph showing the amount of money the farming industry provides in the USA. Know about the physical and human factors that affect the farming industry now and in the future.			
New York and how it has changed over time **I can explain how New York has changed over time.** Know about and am able to describe some features of New York City. Explain how New York has changed over time. Know how to research changes to one borough of New York City.			

Climate change is real

• Sequential components • Objective titles • Key ideas	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	• Core Knowledge • Retrieval
What is climate change? **I can describe what climate change is.** Define and describe the difference between 'weather' and 'climate'. Understand the Earth's climate is changing and name some effects. Draw a graph to represent Earth temperature change from 8000 BC to present.	Pupils know and describe the difference between weather and climate.	Pupils know about climate change and its potential impact on our lives.	✓ Knowledge of weather and climate ✓ Effects of climate change

What are the causes of climate change? **I can identify the human and physical causes of climate** Understand that there are human and physical causes of climate change. Understand the greenhouse effect.	Pupils know a definition of climate change and how humans are contributing. Pupils use graphs to record features such as temperature. Pupils locate the Maldives and indicate the continent and its proximity to the Tropic of Cancer. Pupils carry out tests over time, evaluate and consolidate their understanding.	Pupils use compass directions to locate the Maldives. Pupils understand and describe the 'Geotrio' in respect to the effects of Global Warming on the Maldives. Pupils understand that there are human and physical causes of climate change – focus on the Green House Effect. Pupils set up a geographical fieldwork enquiry, starting with a hypothesis. Pupils will predict, observe, measure and record using a line graph. Analise the results using TEA.	
The enhanced greenhouse effect. **I can explain how the greenhouse effect is linked to human activity.** Understand that there are human and physical causes of climate change. Understand the enhanced greenhouse effect and how this is linked to human activity			
What are the effects of climate change? **I can identify the local and global effects of climate change.** Understand the local and global effects of climate change. Understand that there is a mixture of positive and negative effects of climate change.			
Why are the Maldives disappearing? **I can locate the Maldives and explain why they are disappearing.** Locate the Maldives. Understand why sea levels rise. Empathise with the Maldivian population by understanding the social, environmental and economic effects of climate change.			
How are animals impacted by climate change? **I can discuss how climate change impacts the lives of animals.** Discuss the impact of climate change on animals, using prior research			
Acting on climate change – mitigation and adaptation. **I can describe solutions for climate change.** Understand that there are solutions to climate change. Define the key terms 'mitigation' and 'adaptation'			

YEAR B

Japanese Tsunami

• Sequential components • Objective titles • Key ideas	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	• Core Knowledge • Retrieval
Location of Japan – human and physical features **I can locate Japan and identify its human and physical features.** Locate Japan on a world and global scale. Identify the national features of Japan (Islands, Cities, Oceans/Seas) .Describe a place such as Japan using key locational evidence/geographical terminology	Pupils locate Japan and UK on a world map, identifying the position of longitude and latitude, northern and southern hemispheres. Pupils know about the key human and physical differences between living in the UK and Japan. Pupils know how Tsunamis are created from mega thrust earthquakes. Pupils know the effects of natural disasters – Tsunamis.	Pupils identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere. Pupils appreciate why people chose to live where they do in Japan due to physical features. Pupils will be familiar with Topographical maps of Japan. Pupils locate Japan on a plate boundary map. Pupils understand how the effect and response to natural disasters is linked to a country's wealth. Pupils understand and describe the 'Geotrio' in respect to the effects of response to natural disasters- immediate and long term.	What causes an earthquake – plate boundary movement? Oceanic and Continental types of crust.
Living in Japan – including coastal area and topography **I describe why most people in Japan live on costal areas.** Most people in Japan live on coastal areas because the country is Mountainous and 14% of the land is suitable to live. Coastal areas in Japan are densely populated .Different islands have different physical features (e.g. snow festival in the North and indoor beaches in the south). Japan has a unique culture			
Plate boundaries involvement of three plates - destructive boundary **I can explain how Japan is located on a destructive plate boundary and what this means.** The earth's crust is broken up into pieces like a jigsaw The position of any country determines their earthquake risk (how likely they are to occur) There are differences between types of crust (oceanic and continental) Plates move in different ways and how this creates earthquakes (destructive, constructive and conservative plate boundary) Japan is located on a destructive plate boundary with three plates moving towards each other			
Cause of a tsunami – underwater megathrust earthquake **I can explain the cause of a tsunami** Tsunamis are created from mega thrust earthquakes under the ocean Tsunami waves can lead to complete devastation where they hit A Tsunami is caused by a specific sequence of events			
Effects of the tsunami **I can describe the effects of the tsunami** There are social, economic and environmental effects which follow a Tsunami event. Images can represent different types of effects. The Japanese Tsunami had a range of social, economic and environmental effects.			

Responses to the tsunami. **I can explain the roles involved in response to a tsunami** There are different roles involved in responding to a Tsunami Each role has a different responsibility in helping solve the responses			
I can explain the roles involved in response to a tsunami Japan is on a destructive plate boundary Tsunami's require both immediate and long-term responses Different groups of people do different responses			
What if…… Level of development, links back to locational knowledge **I can explain why social and environmental impacts are worse in HICs like Japan**. Poorer countries have much greater social and environmental impacts Economic impacts are worse in HICs like Japan			

Biomes and Deserts

• Sequential components • Objective titles • Key ideas	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	• Core Knowledge • Retrieval
What is a biome and what specifically is the hot desert biome? **I can explain what a biome is and identify the hot desert biome.** Know the term biome – large areas of the planet that share similar characteristics of climate, soil, plants, and animals Know that there are 7 major biomes on planet earth and locate them using a map to colour in Know that the UK is part of the deciduous / temperate biome	Pupils know what is meant by a biome – specifically the hot desert biome. Pupils know and recognise the physical conditions necessary for the creation of different biomes. Pupils know and locate the 7 major biomes on planet earth. Pupils know that the UK is part of the deciduous/ temperate biome.	Pupils describe and understand key aspects of climate zones, biomes and vegetation belts. Pupils know the names of and locate the world's deserts. Pupils understand and describe the environmental effects due to extreme temperatures. Pupils decide if they think the continued population growth and water use is sustainable.	✓ Different Biomes
How to create a climate graph and contrast the hot desert climate with that of the NE? **I can create a climate graph ad contrast the hot desert climate to that of the NE.** Draw a climate graph Interpret a climate graph			
Where are hot deserts located and why are they so dry? **I can name and locate hot deserts and say why they are so dry.** To know the names and location of the hot deserts			

To know that sinking air warms up and water vapour evaporates so there are no clouds Explain how mountain ranges act as barriers and help deserts form	Pupils describe how a desert is formed. Pupils identify and label different desert features. Pupils draw and interpret climate graphs. Pupils explain how populations get water in a desert and discuss if it is sustainable.	Pupils compare human and physical features of Death Valley to the North East of the UK.	
Desert landscape features Where is the Sonoran Desert and Death Valley? **I can describe desert landscapes, identify, and label different desert features.** To be able to describe desert landscapes using Monument Valley and Grand Canyon To be able to identify and label different desert features			
Plant adaptations. **I can describe different types of desert vegetation adaptions.** Understand the term adaptation Describe some different types of desert vegetation adaptions Have a more detailed knowledge of how a saguaro cactus has adapted to desert climates			
Animal adaptations. **I can describe different types of desert animal adaptions.** Understand the term adaptation, describe animals who can survive in a desert biome.			
I can explain how populations get water in a desert and explain if I think this is sustainable. Explain how populations get water in a desert and decide if they think this is sustainable Decide as to whether they think the continued population growth and water use is sustainable			
Living in death valley. **I can compare and contrast my school experience with those going to Death Valley Primary School.**			