

Curriculum Geography Intent

Geography

Children will have an excellent **locational knowledge** of where they are in relation to the rest of the world, confidently reading maps and placing continents, countries and capital cities. They will also understand different **climates**, and the **natural features of the physical world**.

Then will also understand the relationships between people and their environment; reasons for **settlements, services, trade and connectivity** and the **impact of human development** on the finite resources of the natural world and its finite resources, whilst honing **field work skills** to deepen their knowledge..



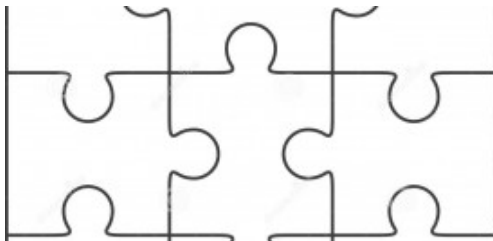
Ambitious: Our curriculum is deliberately ambitious and reflects the high expectations and strong moral values of the academy vision and ethos. It is designed to go beyond the NC to provide a broad, rich, aspirational offer for all pupils. This includes specialist teaching in science, PE, the arts and instrumental tuition. It is equally ambitious for pupils with SEND. Reading is at the heart of all learning ensuring that every child can read fluently despite their barriers, needs or their ability.

Sequenced: Curriculum content has been carefully developed by subject experts to embed unique subject disciplines and build the necessary conceptual understanding that underpins subject knowledge. It is clearly defined, coherently sequenced and discretely taught directly and explicitly in every year group. It relates to previous learning and is built progressively over time. Pupils reach predetermined subject-specific outcomes with a deep understanding that enables confident articulation alongside long term memory gains.

Contextualised: The curriculum is purposely designed to be inclusive and meet the needs of the local community. It powerfully addresses social disadvantage, eliminates discrimination and supports diversity. This is achieved by raising aspirations, setting high expectations, offering inspiring content and building deep subject understanding. It exposes pupils to an exceptional range of cultural capital opportunities and extra-curricular activities ensuring children leave as happy, well-rounded, respectful and successful individuals able to make a positive difference in society.

National Curriculum Expectations: Geography

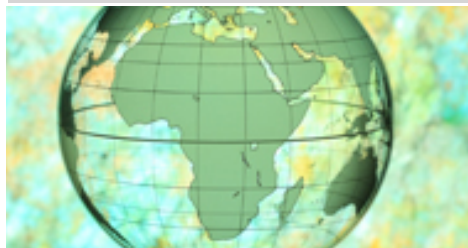
Key Stage 1



Locational Knowledge

- ☐ Name/locate 7 continents, 5 oceans
- ☐ Name/locate/identify characteristics of 4 countries/capital cities of UK and seas.

Key Stage 1



Place Knowledge

- ☐ Understand human/physical similarities/differences of a small UK area/contrasting non-European country,

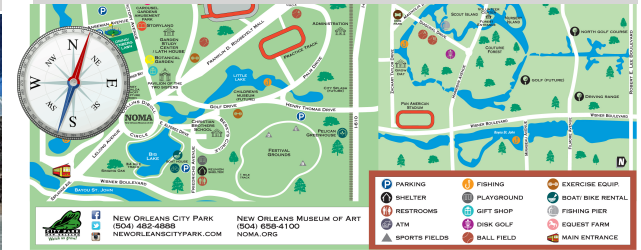
Key Stage 1



Human physical Geography

- ☐ Identify seasonal/daily UK weather patterns
- ☐ Locate hot/cold areas of world in relation to equator/N/S Poles.
- ☐ Use basic vocabulary for key physical/human features.

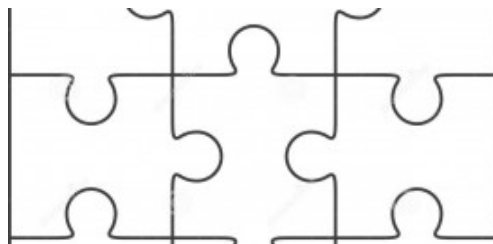
Key Stage 1



Geographical skills & fieldwork

- ☐ Use world maps/atlasses/globes to identify countries/continents/oceans in this KS
- ☐ Use simple compass directions, locational/directional language to describe features/ routes on a map.
- ☐ Use arial photos/plan perspectives to recognise landmarks and basic human/physical features;
- ☐ Devise simple maps with basic key
- ☐ Use fieldwork/observational skills to study the school/grounds and human/physical features of its surrounding environment.

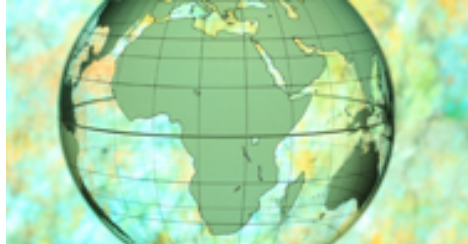
Key Stage 2



Locational Knowledge

- ☐ Locate countries using maps; focus on Europe inc. Russia and N/S America; the major cities, physical/human characteristics and environmental regions,
- ☐ Name/locate counties/cities/regions in UK,
- ☐ Name/locate human/physical characteristics, key topographical features
- ☐ Identify land use and changes over time.
- ☐ Identify the position and significance of latitude/longitude, equator; N/S hemisphere, the tropics of Cancer/Capricorn Arctic/ Antarctic circle, the prime/ Greenwich Meridian and time zones.

Key Stage 2



Place Knowledge

- ☐ Understand human/physical similarities/differences of
- ☐ a region of the UK,
- ☐ a region in a European country
- ☐ a region within N/S America.

Key Stage 2



Human/Physical Geography

- Describe and understand key aspects of **Physical geography**;
- ☐ climate zones, biomes, vegetation belts,
 - ☐ rivers, mountains,
 - ☐ volcanoes, earthquakes
 - ☐ The water cycles.
- Human geography**:
- ☐ types of settlement and land use, economic activity incl. trade links/ distribution of natural resources incl. energy, food, minerals, water:

Key Stage 2

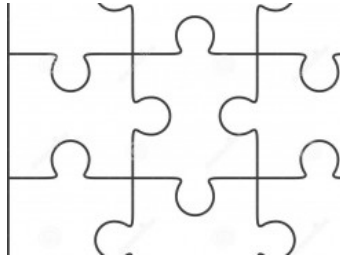


Geographical skills & fieldwork

- ☐ Use maps atlasses, globes and digital/computer mapping to locate countries and describe features.
- ☐ Use 8 points of compass and 4/6-figure grid references, symbols and key for UK/world.
- ☐ Observe, measure, record, present human/ physical features in local area using a range of methods (sketch maps, plans and graphs and digital technologies).

KS1 GEOGRAPHY PROGRESSION

Autumn 1



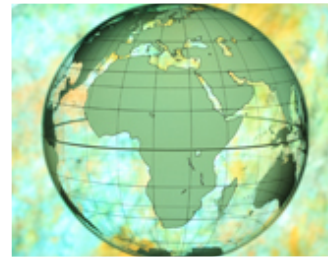
Autumn 2



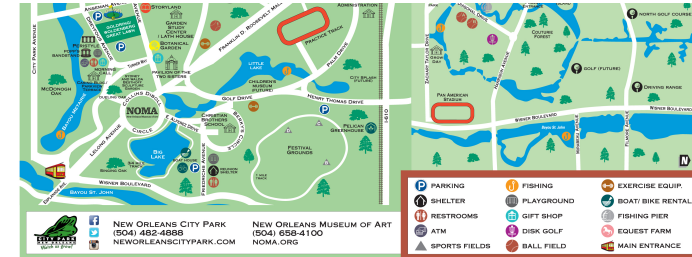
Spring 1



Spring 2



Summer 1



Summer 2

LOCATIONAL and **PLACE** knowledge

PHYSICAL
geography

PHYSICAL
geography and
MAP SKILLS

PHYSICAL and
HUMAN
geography

SKILLS and
FIELDWORK

Autumn 1 focuses on locational knowledge. Year 1 focus on the local area. Y2 locates different continents in the world, developing place knowledge and knowledge of physical features of that place.

KS1 will continue to focus on our area and the British Isles.

Having the basis of locational knowledge, in KS1 children will compare and contrast different types of areas in the UK.

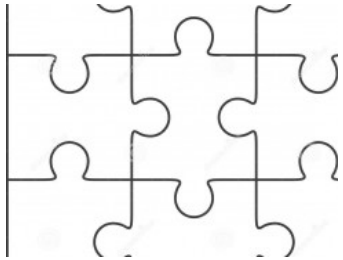
KS1 uses map work to extend detailed knowledge of British Isles and the weather in areas in the UK.

KS1 develop a basic understanding of human geography in a seaside region compared to a capital city.

KS1 develop geographical skills and fieldwork through the understanding of place.

KS2 GEOGRAPHY PROGRESSION

Autumn 1



LOCATIONAL
and **PLACE**
knowledge

Autumn 1 focuses on locational knowledge. KS2 locate different continents in the world, developing place knowledge and knowledge of physical features of that place.

Autumn 2



PHYSICAL
geography

KS2 with a basic world understanding complete, develop knowledge of physical geography; the features of different physical elements of our natural wonders (mountains, rivers, volcanoes etc) and where they can be found.

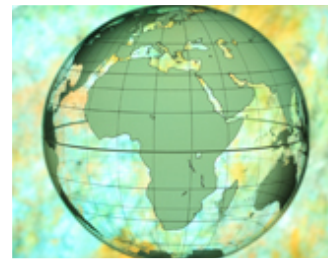
Spring 1



HUMAN
geography

KS2 learn about human geography; the development of settlements and the impact of human activity; economic growth and the positive/negative impact of this.

Spring 2



LOCATIONAL
knowledge and
PHYSICAL
geography

KS2 develop locational knowledge of world zones; knowing how the relative position of these zones determine the significance of the climate and the different natural biomes.

Summer 1



HUMAN
geography

KS2 develop knowledge of human geography and the impact of trade in particular area or region.

Summer 2

SKILLS and
FIELDWORK

KS2 develop geographical skills and fieldwork through map skills and land use.

Progression, Rationale and Sequence

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
1	The Isle of Dogs: • Know what ‘Local Areas’ means • Identify features of our local area • Explore the local area and recognise the diversity • Understand the difference between human and physical geography of an area	Our School and Map Work: • Know that aerial means a view from above • Understand that objects look different from an aerial view • Use maps and aerial views to look at our school	London, Local London Area and Map work: • Know that we live in London • Name locations and landmarks of London • Sort features into human and physical geography	Towns, Cities and Villages: • Know what a settlement is • Know that London is a city • Know the difference between towns and cities and each have different features	Hot and Cold Locations (the British Isles and beyond): • Know what weather is • Recognise weather symbols • Name the different seasons • Understand the weather in the different seasons. • Know that climate change depends on where we are in the world.	Seaside • To know the locations of seashores in the 4 countries of the UK. • To know the physical and human features of a seashore. • To understand how seashores are used in different ways. • To visit and describe a seashore in the UK,					
2	The World • Name and locate the 7 continents and 5 Oceans of the world • Know that we live in Europe and locate it on a map. • Know what the equator is and use it to locate hot and cold regions of the world	The United Kingdom • Know that we live in the United Kingdom. • Recognise the countries and surrounding seas of the United Kingdom. • Name and locate the countries of the United Kingdom and their capital cities.	Villages and Rural life • Understand that we live in a city and that cities and villages are different. • Know what a village is and describe the features of villages. • Recognise the role that farming plays in rural life. • Make comparisons between villages and cities.	Landscapes • Understand what a human and physical feature is. • Name different natural features including rivers, mountains and hills. • Make comparisons between hills and mountains. • Know the different physical features of the United Kingdom	London vs Nairobi • Locate Nairobi, London, Kenya and the United Kingdom using atlases • Compare human and physical features of Nairobi and London.	Field and Map Work • Know where I live, my postcode and address. • Understand what a map looks like and how to devise simple maps of our local area. • Use a compass and name the 4 simple compass directions • To undertake a local work using a map to support the journey.					
3	Europe: • Know that Europe is one of the 7 continents and is made up of 44 countries, including the UK • Understand that there are many peninsulas in Europe, which are surrounded by seas	Natural Wonders; Rivers: • Understand that a water cycle shows the continuous movement of water within the Earth and atmosphere • Know the key features of river and locate famous rivers on a world map	Settlements and topography in the UK: • Understand that a settlement is where a community is established and some stem from early settlers. • Know that settlements are connected through different route-ways	Rainforest Biomes: • Know that rainforests are located in tropical climates and are impacted by human behaviour • Understand that rainforest biomes have many layers.	The World’s Resources • Explore where food comes from and the importance of water • Recognise the difference between renewable and non-renewable energy • Gain an understanding of sustainable living	Field Work and our Local Area: • Gain a deeper understanding of OS maps and know that we use them to plan journeys • Know that a map key tells you the meaning of symbols on a map. • To use the 8 points on a compass. • To understand scale and size when map sketching.					

Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4 UK vs Germany: - To know and locate the countries and their capital cities in Europe. - To be able to compare and contrast the population density of Tower Hamlets and Offenbach am Main, Germany.. - To compare landscapes of the two areas. - To compare the physical features of the two areas.	Natural Wonders; Mountains: - Know the names and locations of different mountains and understand how they are formed - Understand the human impact on mountains and that weather can cause difficulties when climbing - Know how a glacier is formed	Settlements: - Know that settlements can vary in terms of size - Understand why early settlers chose certain areas to live and how these have developed over time - Develop an understanding of congestion and how factors impact this in larger settlements; know that settlements can change over time	Biomes; Taiga: - Know that a biome is a natural area of wildlife and there are different varieties across the globe - Locate the Taiga biome on a map - Understand that the Taiga biome is in danger due to human impact and deforestation - Compare contrasting biomes	Today's Trade: - Deepen understanding of trade with recognising supply chains - Explore whether trade is ethical and explain fair trade - Know the order of some stages of production and the journey food makes	Isle of Dogs and changing land use: - Understand the different uses of land in London and the UK - Recognise how London has grown and that the land use has changed and will continue to change in the future - Explore the Isle of Dogs area and compare its land use in the past to present day
5 The UK and Alabama: - Locate the countries and states of North America - Understand topography as the natural and artificial physical features of an area - Compare the human and physical features of two contrasting areas of the world (Alabama and Hertfordshire)	Natural Wonders; Earthquakes and Volcanoes: - Understand the structure of Earth and that it is composed of different layers - Know how eruptions are caused and that plate tectonics can cause natural disasters; know the impact of these on life in the vulnerable areas	China - a snapshot in time: - Locate China on a map and identify the different regions - Understand the effect that humans have on physical geography - Develop understanding of economic growth and trade and the effect it can have. - Compare the economic growth of the UK and China.	Marine Biomes; Coral Reef: - Locate marine biomes on a world map - Locate the tropics of Cancer and Capricorn on a map (longitude and latitude) - Know that a biome is a natural area of wildlife and there are different varieties across the globe - Know that a coral reef is an underwater ecosystem	World Trade; Global Trade: - Understand which natural resources are traded and the importance of oil - Explore the global trade of palm oil and understand both the pros and cons - Recognise why natural resources are limited and how their value changes	Field Work and Geographical Skills: - Locate and recognise services in local area - Know that the type of settlement affects the order of services and economic activity that can be categorised - Explore the human impact on a local area through fieldwork
6 The UK and South America: - Know that South America is made up of 12 sovereign countries and locate countries and capitals in South America - Understand topography as the natural and artificial physical features of an area and compare two contrasting areas of the world - Identify the main geographical features in Brazil	Natural Wonders; Climate Zones and Biomes: - Know that Earth is made up of climatic zones that affect the climate in particular areas; identify these zones on a map - Name and locate deserts and know that a desert is an ecosystem with >250mm rainfall - Understand land use in deserts and the impact of desertification	Settlements; Climate Change: - Understand the key impacts of climate change - Understand the effect that humans have on climate change and the action that is now taking place to combat this	Pollution; Water Pollution: - Know that pollution is anything that can cause changes to the environment - Understand how global waste production - Recognise the impact of water pollution and the negative impact humans have on oceans	Pollution; Air Pollution: - Deepen knowledge of pollution, knowing that it can cause changes to the environment - Know that air quality is how healthy the air we breathe is - Understand that our actions and need for trade increases air pollution and that has a negative impact on biomes	Field Work and Geographical Skills: - Know that we use maps to support fieldwork studies by locating places and amenities - Explain the use of a key and its symbols - Continue to understand how to carry out a field work study on a local area

Geographical Skills

Geographical Enquiry

- Asking and answering questions about geographical locations.
- Ask and answer questions relating to spatial understanding.
- select and apply the appropriate technology to conduct geographical research
- Answer questions using evidence such as maps, tables, graphs and geovisualisations.
- Use oral and written narratives to answer geographical questions.
- Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references.
- Manage, assemble and organise data



Acquiring Geographic Information

- Acquire information connected to a location including physical and human characteristics.
- Gather data from diverse sources in various ways to develop information.
- Locate and collect data.
- observe and systematically record information
- Read and interpret maps and other graphics representations of spaces and places
- Interview people who can provide both information and perspectives about places and issues.
- Compile data to prepare quantitative and qualitative descriptions
- Collect data from interviews, fieldwork, references materials and digital resources.
- collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity
- Use maps and aerial photographs the identify the features of an area
- Use globes and atlases to develop a wider understanding of the world



Organising Geographic Information

- Arrange data systematically
- Separate and classify data into visual, graphic forms, graphics, tables and diagrams
- Construct maps using point to represent locations
- Construct graphs and tables to display information
- Create thematic maps to display geographical information such as population, land use etc.
- discuss the advantages of using different forms of geographical representations
- Understand how to create an effective map using a key
- Draw and create maps using real objects, picture of symbols
- Draw maps of short routes from experiences and without experiences
- Use compass points effectively and combine this knowledge with map understanding
- Make decisions about design, colour and scale on maps



Analysing Geographic Information

- Seek patterns, relationships and connections from data.
- Analyse and interpret information so, meaningful patterns or processes emerge.
- Synthesise observations into coherent explanations.
- Recognise similarities and differences between areas.
- draw inferences from maps, graphs, diagrams, tables and other sources.
- Analyse thematic maps and draw conclusions about a location from these.
- Analyse human decision and recognise the reasons behind them.



PROGRESSION of Geographical Enquiry

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R - Ask/answering questions about where my family is from and different countries - Ask and answer questions about the weather what the weather is like each day.	Ask and answer questions about weather patterns and begin to group them into seasons	- Ask and answer questions about where our food comes from. - Answer questions about our food using maps	Ask and answer question about the weather in different countries.	- Ask and answer questions about where I live. - Use oral and written narratives about London to answer geographical questions	N/A
I - Ask and answer questions about what the local area is like using evidence from walking around the local community. - Ask and answer questions regarding spatial understanding e.g what is next to our school?	Ask and answer questions about weather patterns and begin to group them into seasons	Ask and answer questions questions using evidence such as maps, tables, graphs and geovisualisations about London	Asking and answering questions about geographical locations including different types of settlements	select and apply the appropriate technology to conduct geographical research associated with weather e.g thermometers etc	Ask and answer questions about the United Kingdom to understand more about the location
2 - Ask and answer questions about different ways to view the world e.g globe, map, photographs - Discuss when we would use different methods to view the world	Ask and answer questions about the United Kingdom, considering how different regions are similar or different asking and answering questions about geographical locations	- asking and answering questions about villages and cities to improve knowledge about geographical locations. - answering questions about farms and villages using evidence such as maps and photographs	- Answering and asking questions about the landscapes to develop better understanding of geographical locations and spatial understanding - Use oral and written narratives about landscapes	Asking and answering questions about geographical locations around the world including London and Delhi	Ask and answer questions relating to spatial awareness in order to improve understanding and map skills
3 Ask questions about human features of particular regions including population	Ask questions about the impact of a physical feature on human's lives and how it is used/ interacted with.	- Analyse human's decisions and recognise the reasons behind them. - Draw inferences from maps and recognise patterns using maps e.g town endings and settlements	- Ask and answer questions about geographical location with a focus of those different from ours. - Ask and answer questions about how humans are impacting the environment	Explore arguments for and against importing food to understand the impacts these have on the planet	- Ask and answer questions about how land is used in our local area and consider how we are impacting it. - Interview people who can provide both information and perspectives about places and issues. - Collect data from interviews, fieldwork, references materials and digital resources.
4 Ask questions and answer questions about smaller, specific geographical locations using evidence to support answers including aerial photos, maps and graphs	- Ask questions about a physical feature of geography using oral and written narratives to answer these questions - Use geographical sources including photos to draw a conclusion.	- Ask and answer questions about settlements using evidence from maps and geographical sources to justify answers to these - Answer questions using maps, tables, graphs and geovisualisations	- Ask/answer questions about how humans affect biomes using evidence from a range of sources to support. - Ask and answer questions about geographical locations and how this affects weather conditions	- Use oral and written narratives to answer geographical questions . - Answer questions using evidence such as maps, tables graphs and geovisualisations	- Answer questions using evidence such as maps, tables graphs and geovisualisations about how land has changed over time and the reasons for this. - Select and apply appropriate technology to conduct geographical research.
5 Ask questions about human divisions of a country including states and counties and how they differ.	Analyse human's decisions and recognise the reasons behind them.	- Answer questions using maps, tables, graphs and geovisualisations. - Use oral and written narratives to answer geographical questions. - Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references.	- Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references. - Asking and answering questions about geographical locations	- Answer questions using maps, tables, graphs and geovisualisations. - Use oral and written narratives to answer geographical questions. - Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references.	- Select and apply the appropriate technology to conduct geographical research - Answer questions using evidence such as maps, tables, graphs and geovisualisations. - Use oral and written narratives to answer geographical questions.
6 Create a response about a region using provable and relevant facts and reference evidence.	- Use oral and written narratives to answer geographical questions. - Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references.				

PROGRESSION in Acquiring Geographic Information						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	- Look at maps of the world and understand that I live in the world. - Be shown maps of the world and name countries that I am connected with. - Collect information about the weather.	Name the place I live in and understand that the Isle of Dogs is part of London.	Use maps to locate where our food comes from and label these on a map.	Use maps to locate hot and cold countries of the world	- Explore aerial photos and maps of London to understand what it looks like. - Name and locate landmarks in London	N/A
I	Use aerial photographs to locate the school and recognise the of the local community.	- Use aerial photos of objects and explain how they are different from other photos. - Use maps to locate the names of roads in our local community - Use maps and aerial views to locate our school within the community. - Know what a road name is.	- Acquire information connected to a location including physical and human characteristics about London. - Use field work of a trip to London to gather information about a location - Use aerial photos and maps to find out about the features of London	Use aerial photos, photos and maps to understand how settlements look different and have different features	- observe and systematically record information about the weather - Locate and collect data.	- Use atlases to identify and label the countries of the United Kingdom - Use atlases and maps to locate capital cities of the United Kingdom
2	<i>Use maps of the world to locate the continents and the oceans.</i> <i>Use a world map without much detail (just the continents and oceans)</i> <i>Use a map to locate the equator</i> <i>Name the four compass points and find North</i>	- Use a map to name and locate the countries of the UK, capital cities and the surrounding seas. - Read, interpret and collect information from research and maps. - Acquire information about the human and physical geography of the United Kingdom.	- Use geographical images to acquire knowledge and spatial awareness of villages - Complete field work of a farm to understand what rural life is like and what farms look like	N/A	- Use atlases and globes to locate countries. - Read and interpret maps and other graphic representations about India and the UK; - Use maps and aerial photographs to identify the features of India	- Use compasses to label and recognise the 4 compass points - Find North, South, East and West using a compass
3	<i>Use more complex maps to locate the countries within a continent</i> <i>Use more complex maps to locate the major seas surrounding a continent</i> <i>Use atlases to find more information about a certain region</i>	- Use world maps to locate key rivers of the world and understand what they would look like on a map. - Collect information from internet-based sources of geographic information.	- Understanding the purpose of a key and recognise the key symbols of an ordinance map - Use four figure grid references accurately	- Use atlases and world maps to locate Rainforest Biomes around the world. - Use maps and aerial photographs to identify features of an area	Compile data to prepare quantitative and qualitative descriptions	Compile data to prepare quantitative and qualitative descriptions
4	Use more detailed maps of a country/ region with additional features including roads, physical features	- Use atlases to locate particular natural features and understand what these would look like. - Collect data about a natural feature of the world	- Use ordinance survey maps to identify features of a settlement. - Use a range of maps and aerial photographs over time to explain how an area has changed. - Collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity	<i>Acquire information connected to a location including physical and human characteristics of Taiga and Tundra Biome.</i> <i>Use maps and aerial photographs the identify the features of an area</i> <i>Use globes and atlases to develop a wider understanding of the world</i>	<i>Collect data from interviews, fieldwork, references materials and digital resources. Considering where we import and export from.</i> <i>Collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity</i>	- observe and systematically record information - Read and interpret maps and other graphics representations of spaces and places - Interview people who can provide both information and perspectives about places and issues. - Compile data to prepare quantitative and qualitative descriptions
5	- Use maps with more detail including. Contour lines to understand the physical make up of a region. - Label maps with specific details relevant to a certain region or country eg states.	- Acquire information connected to locations where earthquakes and volcanoes occur and the human and physical characteristics. - Gather information from diverse sources in various ways including using maps, atlas, internet research. - Collect data to prepare quantitative and qualitative descriptions	- Read and interpret maps and other graphics representations of spaces and places - Use maps and aerial photographs the identify the features of an area - Use globes and atlases to develop a wider understanding of the world	<i>Acquire information connected to a location including physical and human characteristics of Great Barrier Reef</i> <i>Use maps and aerial photographs the identify the features of an area</i> <i>Use globes and atlases to develop a wider understanding of the world</i>	<i>Collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity</i> <i>Compile data to prepare quantitative and qualitative descriptions</i>	- Interview people who can provide both information and perspectives about places and issues. - Compile data to prepare quantitative and qualitative descriptions - Collect data from interviews, fieldwork, references materials and digital resources.
6	- Use maps and atlases to locate countries and capitals - Use 6 figure grid references accurate in context	- Collect data to prepare quantitative and qualitative descriptions - collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity	- Collect data from interviews, fieldwork, references materials and digital resources. - collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity	Compile data to prepare quantitative and qualitative descriptions	<i>Collect information from internet-based sources for geographic information and begin to evaluate, reliability and validity</i> <i>Compile data to prepare quantitative and qualitative descriptions</i>	- Interview people who can provide both information and perspectives about places and issues. - Compile data to prepare quantitative and qualitative descriptions - Collect data from interviews, fieldwork, references materials and digital resources,se compasses to label and recognise the 6 grid references

PROGRESSION in Organising Geographic Information

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R - Classify countries into places relating to my heritage and understand my connections with different countries. - Use a chart to display information about the weather and see how the weather is changing.	N/A	N/A	Plan a simple route around the classroom or school using directional language	Draw maps of London with Landmarks on.	Draw simple maps of the classroom and label the key features
I Label pictures of our local area using the correct name for features e.g road, canal etc	Understand what a map shows and what an aerial photograph shows.	Sort features into human and physical features of London	- N/A	<i>Arrange data systematically about the weather</i> <i>Consider how to easily compare data using graphs etc</i>	-N/A
2 - Create a thematic map to locate hot and cold areas of the world - Discuss the advantages of using different forms of geographical representations	Organise geographical information including tables	-N/A	- Arrange data systematically - Arrange collected information about a certain landscape considering how to give geographical information	Arrange collected information about a certain landscape considering how to give geographical information about Dehli/ London	- Draw and create maps using real objects and pictures of symbols. - Make decisions about design, colour and scale on maps - Draw maps of short routes from experience
3 - Make decisions about using colour to represent a certain geographical feature on a map. - Create representations of geographical features both human and physical. (Fact file) drawing a range of information together	- Label a diagram of a geographic feature with the appropriate vocabulary. - Organise geographical information including maps, tables and diagrams.	Use a map and four figure grid references to plan route with directional language.	Construct diagrams and graphs to display information	<i>Organise data which has been collected, classify it into tables, graphics and diagrams</i> <i>Construct graphs and tables to display information</i>	- Draw and create maps using real objects and pictures of symbols. - Make decisions about design, colour and scale on maps - Draw maps of short routes from experience - Create thematic maps to display geographical information - Plan an unknown route and known route
4 Use graphs and charts to record population density of more than one region	- Discuss the advantages and disadvantages of different forms of geographical representations. - Construct graphs and tables to display information.	- Construct diagrams and graphs to display information about different biomes. - Discuss the advantages of using different forms of geographical representations - Create thematic maps to display geographical information such as population, land use etc.	- Construct diagrams and graphs to display information about different biomes. - Discuss the advantages of using different forms of geographical representations	- Construct diagrams and graphs to display information about trade - Discuss the advantages of using different forms of geographical representations	- Construct graphs and tables to display information - Create thematic maps to display geographical information such as population, land use etc. - Discuss the advantages of using different forms of geographical representations
5 Organise data from fieldwork choosing the most systematic method to arrange data.	- Separate and classify data - Create thematic maps of earthquakes and volcanoes using latitude and longitude	- Construct graphs and tables to display information - Separate and classify data into visual, graphic forms, graphics, tables and diagrams	- Construct diagrams and graphs to display information about different biomes. - Discuss the advantages of using different forms of geographical representations	- Organise geographical information including maps, tables and diagrams. - Discuss the advantages and disadvantages of different forms of geographical representations. - Construct graphs and tables to display information.	- Construct graphs and tables to display information - Create thematic maps to display geographical information
6 Create thematic maps to discuss how land is used and make decisions about how this can be represented	Construct graphs and tables to display information	- Construct graphs and tables to display information - Create thematic maps to display geographical information such as population, land use etc. - Separate and classify data into visual, graphic forms, graphics, tables and diagrams	- Construct graphs and tables to display information - Discuss the advantages of using different forms of geographical representations	- Organise geographical information including maps, tables and diagrams. - Discuss the advantages and disadvantages of different forms of geographical representations. - Construct graphs and tables to display information.	- Construct graphs and tables to display information - Create thematic maps to display geographical information

PROGRESSION in Analysing Geographic Information

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Discuss patterns about the weather and find trend e.g it rained for 3 days this week etc	N/A	Group foods into countries they come from and talk about which foods come from different places and which food come from the UK	Group countries into hot and cold countries	Make observations about the landmarks of London	N/A
I	- Sort features of the local area into human and physical features. From photographs and the exploration of the local area. - Make connections between pictures of geographical features and actual geographical features	- Make connections between aerial photos and maps. - Make comparisons of aerial photos and maps. Discussing which is more effective and why.	draw inferences from maps, graphs, diagrams, tables and other sources. Considering what we can tell about London, e.g London is busy because lots of people live and work there. This means the buildings etc are closer together	- Recognise similarities and differences between areas. - draw inferences from maps, graphs, diagrams, tables and other sources.	- Analyse and interpret patterns of the weather and make connections to seasons. - Synthesise observations about weather	N/A
2	Explain why some areas of the world are hotter and some are colder.	Make comparisons of areas and regions within the UK using a map to support as evidence	- Synthesise aberrations into coherent observations about rural life and city life. - Analyse human decisions and recognise the reasons behind them (why live in a city or town).	N/A	- Draw inferences from maps, graphs, tables and other sources about Dehli and London. - Recognise similarities and differences between certain areas.	Reflect on what makes maps easy to interpret and understand how maps can be improved
3	Draw comparisons about different regions using a range of mediums including maps and written information	Analyse human's decisions and recognise the reasons behind them.	- Analyse human's decisions and recognise the reasons behind them. - Draw inferences from maps and recognise patterns using maps e.g town endings and settlements	- Recognise similarities and differences between different areas. - Draw inferences from maps graphs, diagrams, tables and other sources.	- Analyse human decisions and recognise the reasons behind them. - Recognise the similarities and difference between areas	- Seek patterns, relationships and connections from data. - Analyse and interpret information, so meaningful patterns
4	- Analyse and interpret information about population density and begin to synthesis this into a coherent explanation. - Draw comparison between regions using data to support the conclusions drawn.	Analyse human's decisions and recognise the reasons behind them in terms of pollution and how humans create this using evidence to support ideas.	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations.	- draw inferences from maps, graphs, diagrams, tables and other sources. - Analyse thematic maps and draw conclusions about a location from these. - Analyse human decision and recognise the reasons behind them.	- Analyse and interpret information so, meaningful patterns or processes emerge. - Analyse human decision and recognise the reasons behind them.	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations.
5	Use maps to draw conclusion about a certain region and analysing human decisions and the reasons behind them.	- Seek patterns, relationships and connections from data in the ring of fire. - Analyse human decisions and recognise the reasons behind them. - Draw inferences from maps, graphs, diagrams, tables and other sources	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations.	- draw inferences from maps, graphs, diagrams, tables and other sources. - Analyse thematic maps and draw conclusions about a location from these. - Analyse human decision and recognise the reasons behind them.	- Analyse and interpret information so, meaningful patterns or processes emerge. - Analyse human decision and recognise the reasons behind them.	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations - Analyse human decision and recognise the reasons behind them.
6	Use detailed maps to draw inferences about different regions of a countries and consider geographical reasons for the diverse differences	- draw inferences from maps, graphs, diagrams, tables and other sources. - Analyse thematic maps and draw conclusions about a location from these.	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations.	- draw inferences from maps, graphs, diagrams, tables and other sources. - Analyse thematic maps and draw conclusions about a location from these. - Analyse human decision and recognise the reasons behind them.	- Analyse and interpret information so, meaningful patterns or processes emerge. - Analyse human decision and recognise the reasons behind them.	- Seek patterns, relationships and connections from data. - Analyse and interpret information so, meaningful patterns or processes emerge. - Synthesise observations into coherent explanations - Analyse human decision and recognise the reasons behind them.

Progression of Skills

	Geographical Enquiry	Acquiring Geographic information	Organising Geographical Information	Analysing Geographical information
R	- Ask/answer questions about known locations - Ask/answer questions to develop spatial awareness inside the school/ outside the school.	Experience simple maps with symbols to find features around the school and the local community. - Look at signs and symbols of maps of the school. - Look at real maps, electronic maps, maps of known areas without prompting. - Explore informations about the world around me including collecting data about the weather. - Look at aerial views and photographs of our area/London and name features of these.	Draw simple maps of the classroom and begin to recognise that maps are flat drawings of an area. Label key features of the classroom on a map Plot routes in the classroom using directional language e.g the carpet is next to the board	- Begin to discuss patterns and trends about the weather. Group areas together based on what they have that is similar and different.
I	- Ask and answer questions about the local area and London using maps/ pictures to support answers. - Develop spatial awareness through the discussion of where we are in the world and questions relating to this	- Know that aerial photos are taken from above and use these to understand the features of our local area and London. Recognise the features of our local area and London. - Recognise the relationship/ differences between aerial photos and maps explaining the different things they show us. - Know that we can find out about the world using maps, globes, picture and digital maps. Collect data about the weather as a class Know what an atlas is.	Draw maps of the local area and recognise how to label different features on a map. Draw maps using real objects Begin to draw routes in the local area on a map Sort known features into human and physical features - Arrange data that has been collected into a table	Sort and group a range of human/ physical features Explore simple patterns e.g it was colder in February than in May. Begin to identify similarities and differences between different areas Begin to draw inferences about graphs and maps
2	- Ask and answer questions about the wider world and the UK use maps, aerial photographs and photographs to support these. - Ask and answers about spatial awareness to improve understanding when looking at maps.	Use globes, maps and digital software begin to make decisions about when to use them Know that an atlas shows a variety of maps and information about different areas. - Read, interpret and collect information from maps. - Use compass points (North, South, East and West) and find North using a compass. - Use maps to locate key features of the world including humans and physical. Collect qualitative data from the local environment - Understand the purpose of a key on maps	Draw/create maps using objects or symbols to represent an area. Begin to make decisions about design and colour on maps Use a thematic map to represent hot and cold regions of the world - Begin to create keys with guidance for a map Organise data collected into tables independently. - Follow simple routes from experience using maps Use a compass to find North, South, East and West	Group areas based on shared characteristics Draw inferences from simple maps and start to infer from more complex maps. Reflect on what makes maps easy to interpret
3	- Ask and answer questions about human interactions with the physical world and how humans impact the world. - Use fieldwork findings to ask and answer questions about the physical world around us and how humans interact with it	Use globes, maps and a digital software making decisions about when to use them. Use ordnance survey maps recognising the different symbols and what they represent using a key Introduce the use gird references with 4 figure grid references and use these alongside ordnance survey maps Look at the contents and index of an atlas and know how we can use this. Collective qualitative and quantitive data - Identify human and physical features on a map and discuss how they look different. - Collect information from internet based resources	Draw maps with keys and symbols to represent features Make decisions about design and colour when drawing maps - Use thematic maps to represent the human/physical features of an area. - Organise data using table, graphs and diagrams - Draw maps of simple routes from experience and begin to plan routes of unknown areas.	Draw comparisons about different regions or areas in map or written form. Begin to analyse human decisions and give some reasons behind them. - Begin to analyse and interpret data so that meaningful patterns start to emerge.
4	- Ask and answer questions about human and physical geography using evidence such as maps, tables, graphs and geovisualiations to justify responses. - Begin to make decisions about the use of evidence for geographical enquiry	Use atlases' contents and index to locate particular areas and discuss how different natural and human features look. - Use a range of Ordnance survey maps with accuracy and when needed the key Look at thematic maps and discuss how they are different to a normal map. - Collect qualitative and quantitative data from field work - Collect information from internet based sources of geographic information and begin to evaluate the validity. Observe and systematically collect data from field work Collect data from fieldwork, reference materials /digital resources guided by the teacher	Create thematic maps to display geographical information of the local area. - Discuss the advantages and disadvantages of different types of maps - Organise a range of information making decisions about use of graphs, tables and graphic forms. - Make decisions about design, colour and begin to consider scale when drawing maps.	
5	- Create responses based on provable and relevant facts that inspire reasoning and analysis about how humans interact with the wider world and its formation. - Use a range of sources to develop geographical responses	- Use atlases accurately/understand the benefits of using them Explore contour lines and use them to describe the topography of a region. - Collect information from internet based sources of geographic information evaluate the validity. Use thematic maps to gain understanding about human and physical geography Observe and systematically collect data from field work Collect data from fieldwork, reference materials/digital resources which they have chosen	Organise data collected during fieldwork, considering the most effective and systematic method Create a range of thematic maps using knowledge or different areas/ regions to add information. Construct a range of diagrams and graphs. Justify decisions about different representations and choices of graphs, graphic forms and tables	
6	- Create responses based on provable and relevant facts that inspire interpretations, analysis, reasoning and when appropriate make references. - Manage, assemble and organise data	- Use atlases effectively and efficiently - Use topography alongside knowledge of map features to describe a region or area - Collect information from internet based sources of geographic information and evaluate the validity, justifying their choices of information. Interview people who can provide information and perspectives about places and issues. - Collect data from fieldwork, reference materials and digital resources chosen and evaluated by the children Gather data from diverse sources in various ways to develop information	Make decisions about how to display data effectively and systematically collected from fieldwork. - Use thematic maps to demonstrate understanding of different regions Construct different graphs, tables, diagrams and visual representations Justify decisions about different representations and choices of graphs, graphic forms and tables	

Y1: GEOGRAPHY Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Isle of Dogs - Know what 'Local Area' means. - Identify features of our local area - Explore the local area and recognise the diversity - Understand the difference between human and physical geography of an area	Our School and Map Work: - Know that aerial means a view from above - Understand that objects look different from an aerial view - Use maps and aerial views to look at our school	London and Map work - Know that we live in London - Name locations and landmarks of London - Sort features into human and physical geography	Villages, Towns and Cities: - Know what a settlement is - Know that London is a city - Know the difference between towns and cities and each have different features	Hot and Cold Locations (the British Isles and beyond): - Know what weather is - Recognise weather symbols - Name the different seasons - Understand the weather in the different seasons. - Know that climate change depends on where we are in the world.	Seaside - To know the locations of seaside in the 4 countries of the UK. - To know the physical and human features of a seaside. - To understand how seaside are used in different ways. - To visit and describe a seaside in the UK,
Links to Previous Learning: London, Where I live.	Links to Previous Learning: Our local area (A1)	Links to Previous Learning: What is a map (A2) and Human/physical (A1)	Links to Previous Learning: London (SP1)	Links to Previous Learning: Science learning weather	Links to Previous Learning: London (SP1)
1 Understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meanings,.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meanings.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning,	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.
2 Identify the countries in the UK. Outcome: Label a UK map with the four countries.	Know that aerial means from above, Outcome: Match photos of objects from the classroom that are aerial an not.	To understand what human geography is. Outcome: Sort general pictures into human and physical features.	Know that a settlement is where people live. Outcome: Sort pictures into settlements or not settlements.	Know the difference between seasonal and daily weather. Outcome: Match seasonal weather to seasons.	To locate seaside in the four countries of the UK. Outcome: Label seaside on a map.
3 Identify the capital cities in the UK. Outcome: Stick pictures of each capital cities and their landmarks.	Identify areas of the classroom from an aerial point of view. Outcome: Create a classroom floor plan from an aerial view.	To recognise key characteristics of London. Outcome: Label pictures of London landmarks.	Know that London is a settlement and a city. Outcome: Mind map the features of London and discuss what makes London a city.	To understand weather forecasts. Outcome: Choose a season and create a potential forecast for the Isle of Dogs for a week.	Recognise human and physical features of a seaside. Outcome: Label an aerial photograph with the physical and human features of a seaside.
4 To identify the physical and human features of London. Outcome: Sort human and physical features in London.	Identify areas of school using an aerial point of view. Outcome: Label a picture of the school from an aerial view and locate the roof, garden, hall, entrance and classroom.	Trip lesson: To identify London landmarks. Outcome: Pictures of a local walk.	Know the features of a town. Outcome: Label pictures of towns and their features.	To understand that climate changes depending on where you are in the world. Outcome: Identify the equator on a globe and label the poles.	Understand how seaside are used in different ways. Outcome: Write a postcard about the tourist attractions and work/trade that takes place.
5 Identify the physical and human features of Island Gardens and the River Thames. Outcome: Sort images of human and physical features of the local area	Name the roads surrounding our school from an aerial view. Outcome: Label a 2D map of the school and an aerial view. Talk about the similarities and differences.	Understand the difference between the human and physical features of London. Outcome: Sort features of London into human and physical .	Name the similarities and differences between a town and a city. Know the features off a village. Outcome: Use a Venn diagram to compare towns and cities.	Recognise that different places experiences different weather/ climate. Outcome: Identify where different climates fit on a globe,	Trip lesson: To describe a seaside town in the UK. Outcome: Create a guided tour of a seaside using compass directions and locational language.
6 Trip lesson: Identify the physical and human features of Island Gardens and the River Thames. Outcome: Take pictures of the local area.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question	Assessment Outcome: 8 questions and an enquiry question,.	Assessment Outcome: 8 questions and an enquiry question.
7 Assessment - 8 questions and enquiry question.					

Y2: GEOGRAPHY Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World - Name and locate the 7 continents and 5 Oceans of the world - Know that we live in Europe and locate it on a map. - Know what the equator is and use it to locate hot and cold regions of the world	The United Kingdom - Know that we live in the United Kingdom. - Recognise the countries and surrounding seas of the United Kingdom. - Name and locate the countries of the United Kingdom and their capital cities.	Villages and Rural life - Understand that we live in a city and that cities and villages are different. - Know what a village is and describe the features of villages. - Recognise the role that farming plays in rural life. - Make comparisons between villages and cities.	Landscapes - Understand what a human and physical feature is. - Name different natural features including rivers, mountains and hills. - Make comparisons between hills and mountains. - Know the different physical features of the United Kingdom	London vs Nairobi - Locate Nairobi, London, Kenya and the United Kingdom using atlases - Compare human and physical features of Nairobi and London.	Field and Map Work - Know where I live, my postcode and address. - Understand what a map looks like and how to devise simple maps of our local area. - Use a compass and name the 4 simple compass directions - To undertake a local work using a map to support the journey.
Links to Previous Learning: Hot and cold locations.	Links to Previous Learning: Seaside	Links to Previous Learning: UK,Y1 Cities, towns and villages.	Links to Previous Learning: The World ,The UK,Y1 seaside	Links to Previous Learning: Y1 Local area,The UK,The World.	Links to Previous Learning: Sp 1, Map work.The UK,, S2 Seaside
1 Understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meanings.	To understand and correctly use the vocabulary for the unit, Outcome: Define vocabulary and use in context. Match the widgits to meanings.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgits to meaning.
2 Know there are different ways to view the world. Outcome: Label images with information about what they are.	Name and locate the countries of the UK, their capital cities and the seas. Outcome: Children use atlases to locate the countries in the UK and their capital cities and seas.	Know what a village is like Outcome use geographical language to describe a village	Know what a mountain is and what it looks like in a landscape. Outcome: Explain what a mountain is and label the 3 highest mountains on a map.	Locate Nairobi, Kenya on a map. Outcome: Map the country and city and use locational language to describe the capital's location. Do the same for the UK.	Identify physical and human features of London. Outcome: Use digimaps to identify London features and sort into human and physical features.
3 Identify the 7 continents and 5 oceans of the world. Outcome: Label the continents and oceans on a world map.	Identify characteristics of London and England. Outcome: Create a fact file with key cities, landmarks, natural features and flag.	Compare villages to cities Outcome Use Venn diagrams to sort cities and villages.	Know what hills and valleys are. Outcome: Annotate pictures of valleys and hills. Compare mountains and hills.	Compare physical features of London and Nairobi. Outcome: Label or draw a map of the Nairobi river to show its journey.	Know my own address/postcode and locate it on a map. Outcome: Use digimaps to locate and then use directional language to describe
4 To locate Europe and the UK on a map. Outcome: Create a European fact file with a labelled map and key information.	Identify the characteristics of Northern Ireland and Belfast. Outcome: Create a fact file with key cities, landmarks, natural features and flags.	Explore rural life Outcome complete survey of services provided in the area (TRIP)	Know what rivers are. Outcome: Label the source, stream, river and mouth of the River Thames.	To compare human features of the city. Outcome: Write a fact file comparing London and Nairobi.	Plan a local journey using a map., Outcome: Use digimaps to plan the journey from home to school noting what will be seen on the way.
5 Know what the equator is and locate it on a map. Identify hot and cold areas of the world. Outcome: Label the equator on a world map and countries on the equator:	Identify characteristic of Cardiff/ Wales and Scotland/Edinburgh Outcome: create a factfile with key cities, landmark, natural features and flag.	To compare and contrast rural life with city life Outcome Use Venn diagram to sort features of rural life and city life	Know what coasts are. Outcome: Label features of coast lines. Label all landscapes on a map.	Know about the Nairobi National Park. Outcome: Create a table outlining the positives and negatives of the park.	TRIP: Devise a simple map to show a local are journey. Outcome: Draw a map of the street and local area around the school.
6 Know the 4 compass directions. Outcome: On a world map, write down the continents in the compass directions.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question.
7 Assessment Outcome: 8 questions and an enquiry question.					

Y3: GEOGRAPHY Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Europe: - Know that Europe is one of the 7 continents and is made up of 44 countries, including the UK - Understand that there are many peninsulas in Europe, which are surrounded by seas	Natural Wonders; Rivers: - Understand that a water cycle shows the continuous movement of water within the Earth and atmosphere - Know the key features of river and locate famous rivers on a world map	Settlements and topography in the UK: - Understand that a settlement is where a community is established and some stem from early settlers. - Know that settlements are connected through different route-ways	Rainforest Biomes: - Know that rainforests are located in tropical climates and are impacted by human behaviour - Understand that rainforest biomes have many layers.	The World's Resources - Explore where food comes from and the importance of water - Recognise the difference between renewable and non-renewable energy - Gain an understanding of sustainable living	Field Work and our Local Area: - Gain a deeper understanding of OS maps and know that we use them to plan journeys - Know that a map key tells you the meaning of symbols on a map. - To use the 8 points on a compass. - To understand scale and size when map sketching.
Links to Previous Learning: The UK, Local area, The World,.	Links to Previous Learning: Equator Y2	Links to Previous Learning: The World, The UK, Europe	Links to Previous Learning: Continents and countries	Links to Previous Learning: Trade	Links to Previous Learning: Map work
1 Understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgets to meanings.	To understand and correctly use the vocabulary for the unit, Outcome: Define vocabulary and use in context. Match the widgets to meanings.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgets to meaning,	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgets to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgets to meaning.	To understand and correctly use the vocabulary for the unit. Outcome: Define vocabulary and use in context. Match the widgets to meaning.
2 To locate countries in Europe. Outcome: Label a map of Europe with key countries.	Understand the processes of the water cycle. Outcome: Label and then create a water cycle.	Identify the needs of the early settlers. Outcome: Look at maps of different sites and decide which is best to settle in.	Describe key aspects of a tropical climate Outcome: Write a climate report on rainforests in Brazil, India and Peru	Understand how we use natural resources Outcome: Locate natural resources in the UK and new vocabulary	Use different features of a map Outcome: Use symbols and 4 figure grid references to find places of interest.
3 To locate seas in Europe. Outcome: Label a map of Europe with the different masses of water that includes seas.	Name and identify the features of a river. Outcome: Label key parts of a river and their functions.	Understand UK cities and counties and recognise regions. Outcome: Use a map to identify countries, cities and counties.	Understand the layers of a rainforest Outcome: Label the different layers of the rainforest with detail	Understand what sustainability is Outcome: sort reasons for and against sustainability and define sustainability	Explore how land is used in Tottenham Outcome: Complete tally chart of different categories of land use (Trip)
4 To recognise a peninsula and know that the Isle of Dogs is one. Outcome: Define peninsula and find a colour one on a map of Europe. Find the Isle of Dogs Peninsula on an aerial map of London.	Uses of rivers. Outcome: Research how rivers are used and present the findings.	Physical and human features of England, Scotland, Wales and Northern Ireland. Outcome: Research and present in columns.	Compare the Amazon rainforest with Sherwood Forest Outcome: Compare the forests using a Venn diagram	Know what renewable and non renewable energy is Outcome: group energy into renewable or non renewable	Create a sketch map of the local area Outcome: Draw a sketch map of Tottenham with key
5 Know that Italy is a peninsula country and has regions. Outcome: Find Italy on a European map and zoom into a region's features.	Understand the role of the River Nile to Egypt. Outcome: Fact file about why the River Nile is important.	UK topological patterns. Outcome: Label large and small scale maps with symbols and mountains.	Explain the effects humans are having on the rainforest Outcome: Write a definition of deforestation and sort positives and negatives into a table	Recognise why we import food and the impact of this Outcome: explore arguments for and against food imports	Present data from fieldwork Outcome: Use a bar chart to present data from fieldwork and summarise results to answer hypothesis
6 Identify European capital cities? Outcome: fact files. 7 Assessment Outcome: Answer 8 questions and key enquiry question.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question	Assessment Outcome: 8 questions and an enquiry question.	Assessment Outcome: 8 questions and an enquiry question.

Y4: GEOGRAPHY Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UK vs Germany: - To know and locate the countries and their capital cities in Europe. - To be able to compare and contrast the population density of Tower Hamlets and Offenbach am Main, Germany.. - To compare landscapes of the two areas. - To compare the physical features of the two areas.	Natural Wonders; Mountains: - Know the names and locations of different mountains and understand how they are formed - Understand the human impact on mountains and that weather can cause difficulties when climbing - Know how a glacier is formed	Settlements: - Know that settlements can vary in terms of size - Understand why early settlers chose certain areas to live and how these have developed over time - Develop an understanding of congestion and how factors impact this in larger settlements; know that settlements can change over time	Biomes; Taiga: - Know that a biome is a natural area of wildlife and there are different varieties across the globe - Understand that the Taiga biome is in danger due to human impact and deforestation	Today's Trade: - Deepen understanding of trade with recognising supply chains and how trade can be ethical - Know the order of some production and the journey food makes	Isle of Dogs and changing land use: - Understand the different uses of land in London and the UK - Recognise how London has grown and that the land use has changed and will continue to change in the future - Explore the Isle of Dogs area and compare its land use in the past to present day
Links to Previous Learning: Continents and countries	Links to Previous Learning: Settlements	Links to Previous Learning: Weather	Links to Previous Learning: Rainforest Biome	Links to Previous Learning: Natural resources	Links to Previous Learning: London and the Docklands
1 Locate Europe and the Uk Outcome: Label a map of Europe and identify the Uk	Know what a settlement is and locate where we live on a map. Outcome: Define a settlement and locate our settlement	Locate mountain ranges around the world Outcome: Match mountain range, size of mountain and flags with countries	Understand what a biome is Outcome: Label different biomes on a map	Know what trade is and why we trade Outcome: Label producers on a world map and key vocabulary	Locate areas near our local area on map Outcome: Locate Tottenham and Stratford on a map and plot the route between the two.
2 Locate countries in Europe Outcome: Label a map of Europe with key countries	Know how settlements can vary Outcome: Identify and sort different settlements into size	Understand how mountains are formed Outcome: Label the composition of Earth and how mountains are formed	Locate the Taiga Outcome: Locate the Taiga on a globe and map. Show how it stretches across many countries	Know what a supply chain is and name the different parts Outcome: order a supply chain accurately	Use four grid references Outcome: Locate places of worship and plan a route in the local area
3 Identify key capital cities of Europe Outcome: Create a fact file with geographical facts Berlin (largest Capital city in Europe), Vatican City (smallest capital) and London	Understand how land is used Outcome: Use a map to identify different land uses and group area into different land uses	Describe different types of mountains Outcome: write about the different mountain types and label diagrams	Describe the Taiga Outcome: Write a description of the different aspects in the Taiga	Recognise the problems of trade Outcome: orange game	Explore how an area has changed Outcome: Comment on changes to Stratford overtime. Explain why these changes have occurred
4 Locate Italy and its regions Outcome: Use an atlas to locate regions in Italy	Explore how land is used in London in different ways Outcome: TRIP	Understand that weather can cause difficulties when climbing Outcome: Annotate a mountain with the weather conditions and know how they change	Compare the Taiga and Tundra biomes Outcome: Explore images and compare in a Venn diagram	Understand what Fair Trade is Outcome: order the steps of Fair Trade production and write what Fair Trade is	Complete a survey as part of fieldwork. Outcome: Complete a tally chart to record transport infrastructure in the local area (TRIP)
5 Identify Italy's main human and physical features Outcome:	Explore how settlements can change over time Outcome: Compare and explain how the Docklands has changed over time	Understand the human impact on Mount Everest Outcome: Use photographs from past and present to discuss environmental impact	Recognise the human impact on the Taiga biome Outcome: Explain how humans are impacting the Taiga biome and how it can be prevented	Recognise the benefits and problems of Fair Trade Outcome: debate the question if Fair Trade always successful	Present data collected from fieldwork Outcome: Create a graph presenting data of a transport survey
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Y5: GEOGRAPHY Progression, Rationale and Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The UK and Alabama: - Locate the countries and states of North America - Understand topography as the natural and artificial physical features of an area - Compare the human and physical features of two contrasting areas of the world (Alabama and Hertfordshire)	Natural Wonders; Earthquakes and Volcanoes: - Understand the structure of Earth and that it is composed of different layers - Know how eruptions are caused and that plate tectonics can cause natural disasters; know the impact of these on life in the vulnerable areas	China - a snapshot in time: - Locate China on a map and identify the different regions - Understand the effect that humans have on physical geography - Develop understanding of economic growth and trade and the effect it can have. - Compare the economic growth of the UK and China.	Marine Biomes; Coral Reef: - Know that a biome is a natural area of wildlife and there are different varieties across the globe - Know that a coral reef is an underwater ecosystem	Globalisation and Natural Resources - economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Recognise the benefits and issues of globalisation	Field Work and Geographical Skills: Know that the type of settlement affect the order of services and economic activity that can be categorised
		Links to Previous Learning: Natural disasters	Links to Previous Learning: Biomes	Links to Previous Learning: Trade	Links to Previous Learning: Settlements
Name and Locate key countries of the world. Outcome: Locate key countries in the World	Recognise that different areas have different time zones Outcome: Complete a map showing time zones and key vocabulary	Identify volcanoes across the world Outcome: Map volcanoes and key vocabulary	Locate marine biomes Outcome: Locate the oceans of the world and marine biomes and key vocabulary	Name and locate natural resources Outcome: Use Atlases to locate natural resources and key vocabulary	Complete fieldwork of a conflicting areas. Outcome: Residential trip to Surrey Hills.
Locate North America and its countries/capital cities Outcome: Locate North America on a map and the key capital cities	Locate a range of countries from different continents Outcome: Use an atlases' index to locate Canada, the UK and Spain	Understand the structure of the Earth Outcome: Write a fact file out the structure of the Earth	Describe marine biomes Outcome: Write a description of marine biomes including organisms and layers	Understand what globalisation is Outcome: Define globalisation and understand the process of collecting resources	Understand how to create a sketch map. Outcome: Sketch a map of Surrey Hills
Know where Canada is and its regions Outcome: Locate Canada and its regions	Recognise the human features of different regions in Europe, the UK and Canada Outcome: Make comparisons between regions Spain, Canada and the UK	Understand the effects of plate tectonics Outcome: Draw fault lines onto a map of the world	Recognise the lines of latitude and longitude Outcome: Locate Tropics of Cancer; Capricorn and the equator on a globe	Recognise what crude oil is and how its a natural resource Outcome: Explore benefits and issues of crude oil	Compare land use in Surrey and Tottenham Outcome: Compare land use of Surrey Hills and Tottenham using tally charts.
Locate the Major cities of Canada Outcome: Locate provincial capital cities of Canada on map	Recognise the physical features of different regions in Europe, the UK and Canada Outcome: Make comparisons between regions Spain, Canada and the UK	Understand the effects of plate tectonics Outcome: Draw fault lines onto a map of the world Understand eruptions Outcome: Investigate famous eruptions around the world	Explore a marine biome Outcome: Locate the Great Barrier Reef and create a fact file	Know what palm oil is and the issues involved. Outcome: Explore benefits and issues of palm oil	Answer fieldwork investigation. Outcome: Write up an investigation (Where is a better place to live?)
Know and locate key physical and human characteristics of Canada Outcome: Factfile one key physical and human characteristics of Canada	Understand the geographical similarities and differences between regions in Spain, The Uk and Canada Outcome: compare geographical features	Investigate vulnerable areas of the world Outcome: Research and present findings of vulnerable areas	Understand the human impact on the Great Barrier Reef Outcome: Explain how humans are damaging the reef and how this could be prevented	Explore the changes in price of natural resources Outcome: write a paragraph explaining what a natural resource is and why they change price.	Use 6 figure grid reference to pinpoint locations. Outcome: Use 6 figure grid references to pinpoint the location of areas of interest
Assessment	Assessment	Assessment	Assessment	Assessment	Use a compass effectively

The UK and South America: - Understand topography as the natural and artificial physical features of an area and compare two contrasting areas of the world - Know that South America is made up of 12 sovereign countries	Natural Wonders; Climate Zones and Biomes: - Know that Earth is made up of climatic zones that affect the climate in particular areas; identify these zones on a map - Name and locate deserts and know that a desert is an ecosystem with >250mm rainfall - Understand land use in deserts and the impact of desertification	Settlements; Climate Change: - Understand the key impacts of climate change - Understand the effect that humans have on climate change and the action that is now taking place to combat this	Pollution; Water Pollution: - Know that pollution is anything that can cause changes to the environment - Understand how global waste production creates pollution and the human impact on oceans	Pollution; Air Pollution: - Know that air quality is how healthy the air we breathe is - Understand that our actions and need for trade increases air pollution and that has a negative impact on biomes	Field Work and Geographical Skills: - Know that we use maps to support fieldwork studies by locating places and amenities. - Begin to understand how to carry out a field work study
Links to Previous Learning: Physical and human geography		Links to Previous Learning: Natural disasters and biomes	Links to Previous Learning: Biomes	Links to Previous Learning: Trade, settlement and biomes	Links to Previous Learning: Fieldwork
1 Locate countries and capitals of South America Outcome: Label a map of South America with the countries and capitals	Recognise that different areas have different time zones Outcome: Complete a map showing time zones and key vocabulary	Understand and identify climatic zones Outcome: Label a diagram of Earth identifying climatic zones	Understand how water is distributed around the world Outcome: locate water distribution around the world	Recognise where air pollution occurs in our local area Outcome: identify areas of high and low pollution in the local area	Understand/correctly use specific geographical vocabulary Outcome: Define key vocab, write synonyms and sentences in geographical context
2 Recognise the impact of the equator the tropics of Capricorn/ cancer on the region Outcome: Label a diagram of Earth identifying climatic zones	Locate a range of countries from different continents Outcome: Use an atlases' index to locate Brazil, the UK and Italy	Name and locate major deserts Outcome: Locate, research and present findings of deserts	Understand what pollution is Outcome: Write a paragraph explain pollution, including the different types and affects	Know what air pollution is Outcome: carry out a traffic survey of local area	Outcome: Plan a route using a compass
3 Generalise about the topography of South America Outcome: Create a labelled topographical map of South America	Recognise the human features of different regions in Europe, the UK and Canada Outcome: Make comparisons between regions Italy,, Brazil and the UK	Investigate desert ecosystems Outcome: Create a fact file about how animals/plants have adapted to survive in the desert	Understand how global waste production creates pollution Outcome: Research/graph countries who create most waste	Recognise how my local area is reducing pollution Outcome: create a table of the pros and cons of air pollution strategies	Outcome: Begin to answer an enquiry question
4 Identify the main physical/ human features of Brazil Outcome: Label a map of Brazil including physical and human features	Recognise the physical features of different regions in Europe, the UK and Canada Outcome: Make comparisons between regions Brazil, Italy and the UK	Understand land use in deserts Outcome: Draw a labelled diagram of different desert uses	Recognise the impact of water pollution Outcome: Discuss how pollution affects animals in the ocean	Make connections between trade and air pollution Outcome: explain the connections between air pollution and trade	Outcome: Complete fieldwork to answer enquiry question (Woodberry Wetlands) (TRIP)
5 Identify the main physical/ human features of Chile Outcome: Label a map of Brazil including physical and human features	Understand the geographical similarities and differences between regions in Italy,The Uk and Brazil Outcome: compare geographical features	Understand the impact of desertification Outcome: Write the effects of desertification	Understand large scale water pollution Outcome: Write a summary on the Gulf of Mexico oil spill	Make connections between pollution and farming Outcome: research connections between intensive farming and pollution	Outcome: Annotate photographs from trip to record results and summarise findings
6 Assessment Outcome: Answer key enquiry question	Assessment Outcome: Answer key enquiry question	Assessment Outcome: Answer key enquiry question	Assessment Outcome: Answer key enquiry question	Assessment Outcome: Answer key enquiry question	Outcome: Write an evaluation of fieldwork



YEAR 1 - Geography

Y1 Geography: Autumn 1: The Isle of Dogs

National Curriculum Expectations

- ✓ Name, locate and identify characteristics of 4 countries and their capital cities of UK
- ✓ Use basic vocabulary for key physical and human features
- ✓ Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context ✓ One specific word can make meaning in context very clear ✓ Use the most appropriate word makes meaning clear ✓ Use definitions from knowledge organisers of key vocabulary	Using a globe, locate the UK and the countries within it. Locate any other places in the world. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	
2	To identify the countries in the United Kingdom	✓ Maps and globes show the world in a different way. ✓ On a map, blue represents sea, the other colours are land. ✓ The United Kingdom is an island. An island is surrounded by water. ✓ There are 4 countries in the United Kingdom (England, Northern Ireland Scotland and Wales). ✓ Boundaries of these countries are shown using solid lines.	Label a map of the United Kingdom showing the the 4 countries.	What countries make up the United Kingdom?
3	To identify the capital cities in the United Kingdom	✓ Cities are places where lots of people live. ✓ Cities are places where there are lots of buildings. ✓ Every country has lots of cities but the most important city is the Capital City as it's where the government for that country is located. ✓ The capital city of England is London. ✓ The capital city of Wales is Cardiff. ✓ The capital city of Scotland is Edinburgh. ✓ The capital city of Ireland is Belfast.	Stick pictures of each capital city and its famous landmark on a map of the United Kingdom.	Where does the King live when he is in the United Kingdom?
4	To identify the physical and human features of London	✓ Natural is something that nature made, like a tree, grass or plants. This can be called a physical feature. ✓ Manmade is something which we built like a house or a road. This can be called a human feature. ✓ Every city has both human and physical features. Cities generally have more human features than physical features as more people live there.	Sort images of human and physical features in London. Include Canary Wharf and Island Gardens DLR station.	What's the difference between a human and physical feature?
5	To identify the physical and human features of Island Gardens and the River Thames.	✓ Natural is something that nature made, like a tree, grass or plants. This can be called a physical feature. ✓ Manmade is something which we built like a house or a road. This can be called a human feature. ✓ Every city has both human and physical features. Cities generally have more human features than physical features as more people live there. ✓ Island Gardens and the River Thames are areas in the city of London have both human and physical features.	Sort images of human and physical features in Island Gardens and the local part of the River Thames.	What's the difference between a local human and physical feature?
6	To identify the physical and human features of Island Gardens and the River Thames.	✓ Natural is something that nature made, like a tree, grass or plants. This can be called a physical feature. ✓ Manmade is something which we built like a house or a road. This can be called a human feature. ✓ Every city has both human and physical features. Cities generally have more human features than physical features as more people live there. ✓ Island Gardens and the River Thames are in London have both human and physical features. TRIP LESSON.	Take photos of the physical and human features of Island Gardens and the local River Thames.	What's the difference between a local human and physical feature?
	To complete an	✓ Label the four countries of the UK on a map. Label blue for sea and green for land.	8 closed questions and	Where do I live in the

Y1 Geography: Autumn 2: Our School and Map Work

National Curriculum Expectations

- ✓ Use aerial photos to recognise landmarks and basic features
- ✓ Use basic vocabulary for physical and human features
- ✓ Use fieldwork skills to study the human and physical features of the surrounding environment

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: use geographical vocabulary	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and match to the meaning. Then write in sentences	How can I explain my learning clearly using the fewest words?
2	To know that aerial means from above Skill: interpret a range of sources of geographical info	✓ Aerial means from above. ✓ Aerial can also be described as 'bird's eye' view. Why? ✓ We can have aerial photos and non aerial photos of different objects ✓ Although they are the same object they will look different because they are from different angles ✓ Aerial photos show the top of an object	Match photos of objects from the classroom that are aerial and not	Why does this photo look different? (give children an aerial photo of a chair)
3	To identify areas of our classroom from an aerial view. Skill: interpret a range of sources of geographical info	✓ Aerial means from above. ✓ We can have aerial photos and non aerial photos of different objects. ✓ Although they are the same object they will look different because they are seen from different angles. ✓ In order to match aerial photos and non aerial photos we need to look for similar features.	Create a classroom floor plan from an aerial view. Mastery - hide something using the floor plan to locate.	What is the difference between aerial and non aerial view?
4	To identify areas of our school using aerial photos Skill: interpret a range of sources of geographical info	✓ We can use aerial photos to see buildings in our local area such as our school. ✓ We can see our school in aerial view using the colours of the playground, the shapes of the buildings. ✓ When we look at aerial views we can see more detail. ✓ When we look at aerial views of our school we can see detail such as roads, buildings etc.	Label picture of the school from an aerial view and locate the roof garden, entrance, hall and classroom.	How can we identify our school using an aerial view?
5	To name the roads surrounding our school from an aerial view. Skill: interpret a range of sources of geographical info	✓ A road is a pathway leading from one place to another. ✓ Roads normally have names so that we can tell the difference between them. ✓ At Glenworth, we have 5 roads surrounding our school. They are Glenaffric Avenue, Manchester Road, Sauanders Ness Road, Grosvenor Wharf Road and Empire Wharf Road. ✓ At East Ferry, there are three roads surrounding the school: East Ferry Road, Chapel House Street and Manchester Grove,	Label a 2D map of the school map and an aerial view. Talk about the similarities/ differences	How can we identify where our school is?
6	To complete an assessment.	✓ Aerial means from above. ✓ A map is also a view from above. ✓ Locate what is possible on an aerial map of the school. Different spatially from the version used in lessons to apply good understanding.	Eight closed questions and one longer answer question.	What can I see that I recognise on a map from an aerial point of view?

Y1 Geography: Spring 1: London, Local London area and Map Work

National Curriculum Expectations

- ✓ Use basic vocabulary for key physical human features
- ✓ Name and locate the 4 countries and their capital cities of the UK
- ✓ Use aerial photos to recognise landmarks and basic human/physical features

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore the vocabulary relating to the topic Skill: communicate geographical information	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ A map can be used to locate London.	Match image to word. Write sentences. Label London on a map of the UK.	Where is London?
2	To understand what human geography is Skill: interpret a range of sources	✓ Human geography is man-made and created/built by humans (houses, buildings, roads, bridges). ✓ Humans have an impact on the environment - both negative and positive. Most of the impact they make is negative due to pollution, climate change and destroying the environment and habitats. ✓ Physical geography is geography which occurs naturally like mountains, rivers, hills etc. ✓ Physical geography is hard to find. It can be confused with human geography as parks/lake are often man-made.	Sort general pictures into human and physical features.	How do humans change the world?
3	To recognise key characteristics of London Skill: interpret a range of sources	✓ We live in England. England is a country in the United Kingdom. ✓ London is a city in England. This is the city we live in. ✓ A city is a large settlement where lots of people live. ✓ London has many landmarks including Big Ben, The River Thames, Tower Bridge, The Shard, House of Parliament and Buckingham Palace.	Label pictures of London Landmarks	What makes London significant?
4	To identify London landmarks Skill: collect, analyse and communicate a range of data TRIP LESSON	✓ We live in England, England is a country in the United Kingdom. ✓ London is a city in England. This is the city we live in. ✓ A city is a large settlement where lots of people live. ✓ London has many landmarks that are local, including the Cutty Sark, the Royal Naval College, the Shard, the River Thames.	Walk through the foot tunnel to Greenwich to identify local London landmarks.	What does London look like?
5	To understand the difference between the human and physical features of London Skill: interpret a range of sources	✓ Human features are man-made and created/built by humans (houses, buildings, roads, bridges). ✓ Physical features are something that occur naturally like mountains, rivers, hills etc. ✓ London has many landmarks including Big Ben, The River Thames, Tower Bridge, The Shard, House of Parliament and Buckingham Palace. ✓ The only physical feature of London is the River Thames. ✓ All the other features (that appear physical, including parks) are made by humans.	Sort features of London into human and physical. Use aerial and other photographs to support the previous learning.	What is the difference between human and physical geography?
6	To complete an assessment.	✓ Human features are man-made and created/built by humans (houses, buildings, roads, bridges). ✓ Physical features are something that occur naturally like mountains, rivers, hills etc. ✓ London has many landmarks including Big Ben, The River Thames, Tower Bridge, The Shard, House of Parliament and Buckingham Palace. ✓ The only physical feature of London is the River Thames. ✓ All the other features (that appear physical, including parks) are made by humans.	Eight closed questions and one longer answer question.	How have humans changed London?

Y1 Geography: Spring 2: Towns, Cities and Villages

National Curriculum Expectations

☐ Use basic vocab for key physical/human features.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	☑ Some vocabulary relates specifically to its geographical context. ☑ One specific word can make meaning in context very clear. ☑ Use the most appropriate word makes meaning clear. ☑ Use definitions from knowledge organisers of key vocabulary.	On unit map label where London is in the UK and then label where we are in London.	Where is London
2	Know that a settlement is a place where people live	☑ A settlement is a place where people live or stay. ☑ It could be temporary (people only stay for a short time) or permanent (People stay forever). ☑ Settlements can be very small (with only one person living there) or large (with lots of people living there). ☑ There are different types of settlements and different people live there.	Sort pictures into settlement or not settlements.	What is a settlement?
3	Know that London is a settlement and a city	☑ We live in an area called the Isle of Dogs. This is in London. ☑ London is a settlement where lots of people live and work. ☑ London is a big settlement. It is a city. ☑ A city is a place where many people live closely together. ☑ London has lots of buildings, transport and people.	Mind map the features of London and discuss what makes London a city.	What features make London a city?
4	Know the features of a town	☑ A town is an area with streets, houses, and buildings that is larger than a village but usually smaller than a city. ☑ Towns normally have fewer people, houses and transport. ☑ Towns are normally smaller: The towns near us are Millwall, Cubitt Town and Canary Wharf.	Label pictures of towns and their features.	What features do towns normally have?
5	Name the similarities and differences between a town and a city. Know the features of a village.	☑ A settlement is a place where people stay. ☑ A city is a place where many people live closely together. ☑ A town is an area with streets, houses, and buildings that is larger than a village but usually smaller than a city. ☑ Towns and cities are both settlements but they are different as a city is bigger so has more amenities than a town. ☑ Villages are in rural areas with fewer amenities than a town. There is usually a place of worship and are often near farms. The farms provide food to the cities.	Use a Venn diagram to compare towns and cities. Deepening of understanding: add villages as a third part of the Venn diagram.	How are towns and cities different?
6	To complete an assessment.	☑ A settlement is a place where people live and stay. ☑ A city is a place where many people live closely together. ☑ A town is an area with streets, houses, and buildings that is larger than a village but usually smaller than a city. ☑ Towns and cities are both settlements but they are different as a city is bigger so has more amenities than a town.	The children will answer 8 closed questions and then answer a more developed question.	Would you prefer to live in a city, town or village? Why?

Y1 Geography Summer 1: Hot and Cold Locations (the British Isles and beyond)

National Curriculum Expectations

- ✓ Identify seasonal and daily UK weather patterns
- ✓ Locate hot and cold areas of the world in relation to equator/N&S Poles
- ✓ Use world maps/atlas/globes to identify countries, continents and oceans

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ The British Isles are a group of islands that consist of Great Britain, Ireland, the Isle of Man and the Hebrides.	1. Using a globe, locate the UK and the countries within it. Locate any other places in the world. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What is the British Isles made up of?
2	To understand the difference between seasonal and daily weather	✓ When we look at weather there are two things which change seasonal weather and daily weather. ✓ Daily weather changes during each season, but we're much more likely to have some types of weather than others e.g mist in the mornings doesn't happen in the summer very often. ✓ We have four seasons; spring, summer, autumn and winter. ✓ Our weather is warmer during the spring and summer and cooler during the autumn and winter. ✓ Some weather can be dangerous, for example, flooding and hurricanes. ✓ Daily weather means what the weather is like from day to day, however seasonal weather is a pattern of in a certain period of the year.	1. Match seasonal weather pictures to seasons. 2. Look at the Isle of Dogs Met Office daily weather for the week and compare to seasonal weather expectations. Stick in weekly forecast and annotate.	What is the difference between daily and seasonal weather?
3	To understand weather forecasts	✓ A weather forecast can help predict the weather before it happens. We can listen to weather forecasts on the radio, find them online or on the TV. ✓ Weather forecasts are not always accurate but they give us an indication of what the temperature will be, precipitation levels and wind levels. ✓ Weather forecasts use maps to display different weather patterns in different areas. ✓ Forecasts are useful because they help people to know which weather patterns are going to happen in their areas.	The children will choose a season and create a potential forecast for the Isle of Dogs for the week.	Why is the weather forecast useful?
4	To recognise that different places experience different climates	✓ Climate means the similar weather patterns. ✓ We live in England. which is in Europe. The weather in England is temperate (mild temperature, sun, light rain, wind, cool etc). ✓ In Northern Alaska the weather is cold (dark, heavy snow, frosty, winds and very cold). ✓ In Egypt, there is very little rain and it is mostly dry. There is mostly desert ✓ The average temperature in these countries varies: UK (8 degrees), Northern Alaska (-25 degrees) and Kenya (27 degrees) ✓ The climate changes depending on where in the world a country is. The top of the earth is the arctic climate which is extremely cold. ✓ The equator is an imaginary line which splits the world into two parts. ✓ On the equator line the climate is hotter ✓ The Arctic is in the North Pole this means the climate is much colder: Antarctica is in the South Pole. ✓ The Tropics are hot, misty and wet rainforests. ✓ There are hot deserts like the Sahara and cold deserts like Antarctica.	1. Identify the equator on a globe diagram and label the north and South Pole. Label where a hot country may go (identify the country if possible). Label the deserts in the world - discuss desert in Antarctica. 2. Draw pictures for the average climate in each area for the time of year for a hot and cold country.	How does the climate differ in different places in the world?
5	To complete an assessment.	✓ Identify the islands in the British Isles. ✓ Know the difference between daily and seasonal weather. ✓ Know the seasons. ✓ Understand weather forecasts. ✓ Understand the equator and contrasting climates.	8 closed questions and one question with a developed answer.	What are the hot and cold places in the world?

Y1 Geography: Summer 1: Seaside

National Curriculum Expectations

- ✓ To use basic geographical vocabulary to refer to human and physical features
- ✓ To use aerial photographs and to recognise landmarks and basic human and physical features
- ✓ To use simple fieldwork and observational skills

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore the vocabulary relating to a topic	✓ Some vocabulary relates specifically to its geographical context ✓ One specific word can make meaning in context very clear ✓ Use the most appropriate word makes meaning clear ✓ Use definitions from knowledge organisers of key vocabulary ✓ A seaside is a place by the sea, especially a beach area or holiday resort.	Have widget stickers stuck in books. Match image to word. Write a sentence using the vocab.	How can I explain my learning clearly using the fewest words? What are the four countries that make up the UK?
2	To locate seaside in the four countries of the UK	✓ Where are our seaside? Show locations of them. What do they notice? ✓ Coastal means near the coast/sea. ✓ Discuss who has been to the seaside and where they're located. Discuss the type of environment - town, city, countryside, international. ✓ Use Google Maps to locate our location and find our local seaside. ✓ How are they different from where we live?	Label some seasides on a map of Great Britain, focusing on the 4 different countries in the UK.	Where are the popular seasides located?
3	To recognise human and physical features of a seaside	✓ Human feature means made by a human (manmade). E.g. the pier; amusements, promenade, Blackpool Tower; lighthouse, harbour etc. ✓ Physical feature means that it is a natural geographical feature. E.g. beach, sea, cliff, sand dunes. ✓ Look at maps and aerial photographs (taken from above - a bird's eye view) to locate both features. ✓ Landmarks are key places we know (e.g. Big Ben). Landmarks at the seaside would be the pier; amusement arcade, sea life centre, promenade, tower (Blackpool), viewing platform (Brighton). ✓ Compare with a different seaside. What's the same, what's different?	Label an aerial photograph with the physical and human features of a seaside. Digimaps - old/new overlay - Brighton. Compare the old with the new.	Are all seasides the same?
4	To understand how seasides are used in different ways	✓ Seaside are tourist attractions, especially in the summer months. ✓ Why do people visit? ✓ What are the attractions at the seaside? Use Blackpool/Weymouth as case studies and explore the Tower; 3 piers, Winter Gardens, funfair as well as fishermen, RNLI etc. ✓ Discuss work and trade. Who works at the seaside? (Tourism, fishing, lifeguards). Why do we need these jobs? These jobs are good for economy and keep people in work. ✓ https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-seaside-town/zd88qp3 ✓ https://rnl.org	Write a postcard about the tourist attractions and work/trade that takes place.	What do you find at the seaside?
5	To describe a seaside town in the UK (SOUTHEND TRIP)	✓ Where is Southend located? ✓ What are the human and physical features at Southend? ✓ Explore Southend by giving background key information. ✓ Discuss things to do in Southend. ✓ Explain the four compass directions - north, south, east, west and come up with a way to remember these. ✓ How would we give directions? Use locational language, such as near; far; left, right. ✓ Use google maps or digimaps to locate Southend and its attractions ✓ https://www.visitbritain.com/gb/en/visitbritain	Create a guided tour of Southend using compass directions and locational language of how to get from attraction to attraction.	What are seasides like?
6	To complete an assessment.	✓ Name the four countries that make up the UK. ✓ To identify human and physical features of the beach. ✓ To know different ways in which seasides are used. ✓ To describe, using directional language, what features Southend has and what it is used for.	8 closed questions and one more developed answer:	What does Southend offer that is different to the Isle of Dogs?



YEAR 2 - Geography

Y2 Geography: Autumn 1: The World

National Curriculum Expectations

- ✓ Name/locate 7 continents and 5 oceans
- ✓ Use world maps/atlasses/globes to identify countries/continents/oceans in this key stage
- ✓ Use simple compass directions, locational/directional language to describe features/ routes on a map

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context ✓ One specific word can make meaning in context very clear ✓ Use the most appropriate word makes meaning clear ✓ Use definitions from knowledge organisers of key vocabulary	Define key vocabulary and use in historical context in sentences. Have the widgets stuck in books and match to the meaning. Then write in sentences.	How can I explain my learning clearly using the fewest words?
2	To know that there are different ways to view the world	✓ We can look at the world in different ways - via a globe, map, online. ✓ The main types of maps are - political, physical and climate ✓ We use different maps for different reasons (directions, weather, political). They also help us know distances from place to place. ✓ What map would you use to...	Images of maps, globe, Digimap, street view etc. stuck into books and labeled with information of what they are.	How many different ways can we see the world? What is a map?
3	To identify the 7 continents and 5 oceans of the world	✓ There are 7 continents of the world. ✓ There are 5 oceans. ✓ The continents are North America, South America, Africa, Europe, Asia, Australia (or Oceania) and Antarctica. ✓ Each continent is divided into countries. ✓ The 5 oceans are Arctic, Atlantic, Indian, Pacific and Southern.	Label the continents and oceans on a world map.	How is the world divided?
4	To locate Europe and the UK on a map	✓ Name the 7 continents. ✓ Locate Europe and the UK within Europe. ✓ Name other European countries. ✓ Europe has 46 countries; 740 million people; smallest continent; but has the 3rd largest population; it's famous for its notable buildings (Pisa, Eiffel Tower; Big Ben); Russia is the biggest country in Europe. ✓ The EU is a political and economic union that consists of 27 countries primarily located in Europe. Not all European countries are part of the EU.	Create a European fact file with a labelled map and key information.	Where do we live in relation to the world?
5	To understand what the equator is and locate it on a map. To identify hot and cold areas of the world.	✓ The Earth can be divided in many ways. One of the most important is by the equator. ✓ The equator is an imaginary line that divides the Earth in half; it's of equal distance between the North and South Poles; the weather is hot all year round; day and night are both 12 hours long. ✓ The equator is hotter because it is closest to the sun. ✓ Although the weather is hot, there is a mountain on the equator where you can ski! ✓ Locate and describe the northern and southern hemisphere. When it is winter in the northern hemisphere it is summer in the southern hemisphere. ✓ https://www.bbc.co.uk/bitesize/clips/z669mp3 - temperate around the world.	Label the equator on the world map and explain what it is. Name some countries on the equator.	Why are places on the equator hot? Which climate would you like to live in?
6	To know the four compass directions	✓ A compass is a tool used for finding direction by telling you the location of north. ✓ A compass has four main points - north, south, east, west. ✓ We remember the directions by using sayings like "Never eat shredded wheat". ✓ On maps, they are normally located in the corner to show which way up the map goes.	On a world map, children write down continents in the four compass directions. Add any oceans, countries and cities that are known too.	Which climate would you like to live in? Why do we need compasses?
7	To complete an assessment.	✓ Label the continents and oceans on a world map. ✓ Locate and describe the northern and southern hemispheres. ✓ Describe the four main points of a compass. Identify one on a map.	8 closed questions and one more developed.	Describe where a continent is using compass points. Is it hot or cold?

Y2 Geography : Autumn 2: The United Kingdom

National Curriculum Expectations

- ✓ Name, locate and identify characteristics of 4 countries/capital cities of UK and surrounding seas
- ✓ Use basic vocabulary for key physical/ human features
- ✓ Use arial photos/plan perspectives to recognise landmarks and basic human/physical features;

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: use geographical vocabulary	✓ Some vocabulary relates specifically to its geographical context ✓ One specific word can make meaning in context very clear ✓ Use the most appropriate word makes meaning clear ✓ Use definitions from knowledge organisers of key vocabulary	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and match to the meaning. Then write in sentences.	How can I explain my learning clearly using the fewest words?
2	To name and locate the countries of the United Kingdom, their capital cities and the seas. Skill: interpret a range of sources of geographical info	✓ The United Kingdom is a group of countries located in Europe. ✓ The UK is made up of 4 countries. ✓ Union means joined together: The United Kingdom is a union of four countries. ✓ England, Scotland, Wales and Northern Ireland are the countries within the United Kingdom. ✓ The UK's capital cities are: England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast). ✓ A capital city is the place where the parliament of that country resides. ✓ The seas surrounding the UK are: The English Channel, The North Sea, The Irish Sea and the Atlantic Ocean.	Children use atlases to locate the countries in the UK and their capital cities. Also, the seas.	Why is the UK called the United Kingdom?
3	To identify characteristics of London and England Skill: communicate geographically information in a variety of ways	✓ Geographical characteristics are divided into two categories: human and physical ✓ London is in England and is the capital city ✓ A human landmark in England is Big Ben, Stone Henge, Hadrian's Wall, Windsor Castle ✓ A physical feature in England include River Thames (London), River Severn, River Trent, White cliffs of Dover, ✓ Scafell Pike is a mountain in England ✓ Key cities in England include London, Manchester; Leeds, Birmingham, Bristol	Create a fact file with key cities, landmarks, natural features and flag	What makes England and London unique?
4	To identify the characteristics of Northern Ireland and Belfast Skill: communicate geographically information in a variety of ways	✓ Geographical characteristics are divided into two categories: human and physical ✓ Belfast is in Northern Ireland and is the capital city ✓ A human landmark in Belfast include Belfast City Hall, Bunratty Castle, Samson and Trinity College ✓ A physical feature in Belfast include Giant's Causeway, Glenairf forest park ✓ Slieve Donnard is a famous mountain In Northern Ireland ✓ Key cities in Northern Ireland Belfast, Bangor, Lisburn	Create a fact file with key cities, landmarks, natural features and flag	What makes it unique?
5	To identify the characteristics of Cardiff and Wales Skill: communicate geographically information in a variety of ways	✓ Geographical characteristics are divided into two categories: human and physical ✓ Cardiff is in Wales and is the capital city ✓ A human landmark in Wales include Cardiff Castle, Cardiff city hall ✓ A physical feature in Wales include the Valleys, Snowdon, Rhosilli Bay ✓ Snowdon is a famous mountain In Wales ✓ Key cities in Wales Swansea, Newport, Cardiff, Bangor	Create a fact file with key cities, landmarks, natural features and flag	What makes it unique?
6	To identify the characteristics of Scotland and Edinburgh Skill: communicate geographically information in a variety of ways	✓ Geographical characteristics are divided into two categories: human and physical ✓ Edinburgh is in Scotland and is the capital city ✓ A human landmark in Scotland include Edinburgh Castle, Strling Castle and Glenfinnan Viaduct ✓ A physical feature in Scotland include Loch Ness, Fingles Cave, Rannoch Moor ✓ Ben Nevis is a famous mountain In Scotland and has the highest peak in the united Kingdom ✓ Key cities in Scotland Glasgow, Steerling, Edinburgh	Create a fact file with key cities, landmarks, natural features and flag	What makes it unique?
7	To complete an assessment.	✓ What countries make up the UK? ✓ What are the capital cities? ✓ Name some human and physical features. ✓ Identify characteristics of each country.	8 closed questions and one more developed.	What makes the UK different to anywhere else in the world?

Y2 Geography: Spring 1: Villages and Rural Life

National Curriculum Expectations

- ✓ Use basic vocabulary to refer to key physical and human features
- ✓ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use set vocabulary Skill: communicate geographical information	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ A village is a small community with fewer services and less people. ✓ A city is a built up area. It provides lots of services to many people.	Match new vocabulary to images. Write sentences. Label a map of the UK with London, Manchester and Littlebury.	What is the difference between a village and city?
2	To understand what a village is like Skill: interpret a range of sources	✓ A village is a small settlement or community with fewer services and less people. ✓ Villages will normally have more physical geographical features because there are less humans to make an impact/ change the landscape. ✓ Villages do not need as many human features or amenities due to the population and demand. ✓ In villages there may not be the same amenities as cities.	Have pictures of villages and use geographical language to describe what it is like there.	What are villages like?
3	To compare villages to cities Skill: communicate geographical information	✓ Villages are small communities with fewer amenities, less people, transport links, houses. These places are usually described as rural. ✓ Cities are built up areas with a local governments. Which provide lots of services (buses/tube/hospitals/ restaurants etc.) These places are usually described as urban. ✓ Some services are found in both villages and cities and some services are just in cities, such as hospitals.	Sort images into cities or village in a Venn diagram.	How are parts of the UK different?
4	To identify key aspects of a farm Skill: interpret a range of sources	✓ A farm is a place where produce is grown or raised (e.g crops, dairy, animals). ✓ Farms are usually found in rural areas but we do also have city farms. ✓ Farms are used to produce food (milk/meat/cheese/eggs). ✓ Farms need open land to grown crops/animals to graze. ✓ Buildings/animal homes: cow barns, hen houses, pig sty, farmhouse etc.	Look at the map of a farm and label the open fields in green and buildings in red. Create a key. Write a sentence to describe the features of a farm.	Why do we have farms?
5	To explore rural life Skill: collect, analyse and communicate a range of data (TRIP LESSON)	✓ A farm is a place where produce is grown or raised (e.g crops, dairy, animals). ✓ Farms are usually found in rural areas but we do also have city farms. ✓ Farms are used to produce food (milk/meat/cheese/eggs). ✓ Farms need open land to grown crops/animals to graze. ✓ Buildings/animal homes: cow barns, hen houses, pig sty, farmhouse etc. ✓ A survey is a way of collecting information during a field work - a survey will normally answer a question.	Chn to complete survey of services provided in the area. <u>Photo record of trip.</u>	What is a farm like?
6	To complete an assessment.	✓ What is a village? ✓ What are differences between villages and cities? ✓ What a an a farm be used for?	8 closed questions and one more detailed.	Name some positives about living in a village? Would you prefer to live in a city or a village?

Y2 Geography: Spring 2: Landscapes

National Curriculum Expectations

 Use basic geographical vocabulary to refer to key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley etc.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use set vocabulary <i>Skill: communicate geographical information</i>	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary. Landscapes are features of an area of land these can include rivers, mountains, lakes etc.	Write sentences using key vocabulary.	What is a landscape?
2	Know what a mountain is and what it looks like in a landscape	- A mountain is a piece of land that rises high above the surrounding land. - They are usually more than 600 metres high. - They have sharp or rounded peaks. - They have steep or sloped sides. - We can see areas of high ground on a map, the high ground on a map is normally brown and the lower ground is green. - We find lots of high ground in Scotland and Wales. - The highest mountains of the UK are Slieve Donar, Scafell Pike, Ben Nevis and Snowdon.	Write a sentence explaining what a mountain is and then label the four highest mountains of the UK on a map.	What are mountains?
3	Know what hills and valleys are	Hills rise above the land but are not as tall as mountains, their tops are usually rounded instead of pointed. - Hills and mountains are different, Mountains are taller, normally they are steeper and mountains must be 600m above sea level. - Hills and mountains are similar because they are both mounds of earth, they both have peaks and they are both physical features. - On a map dark brown represents mountains and light brown represents hills. Valleys are the deep areas created between hills or mountains. - Valleys can be a u shape with sloping sides or a v shape with steep sides.	Annotate pictures of valleys and hills. Compare mountains and hills.	What is the difference between a mountain and a hill?
4	Know what rivers are	- A river is a natural stream of water that flows downhill. Show the Isle of dogs peninsula. - The River Thames is the river that runs through London. - The River Thames starts with a small spring in the Cotswolds and flows through Oxford, Windsor and London. - The River Thames begins as a stream and then it gets bigger. It travels through many settlements such as towns and villages. - The River Thames meets the sea this is called the mouth.	Label the source, stream, river and mouth of the River Thames.	Where do rivers start and end?
5	Know what coasts are	- The coast is where the land meets the sea. - The UK has a coastline all the way around it because it is an island. - Some countries in the world do not have coastlines because they are landlocked, this means they have land on all sides. - Coastlines have many different features including cliffs, stacks, beaches and mudflats. - Coastlines are important because they are an easy access for ships and boats so they are made into harbours.	Label features of coast lines. Label all landscapes on a map.	What is the coast like?
6	To complete an assessment.	- Landscapes are features of an area of land these can include rivers, mountains, lakes etc. - Landscapes can look different depending on where you are in the UK. - The UK has different features and these look different on maps. - Mountains are dark brown, hills are light brown. - Rivers are blue lines and coasts are the part of the UK next to the sea.	8 closed questions and one more detailed?	What are the different landscapes in the UK?

Y2 Geography: Summer 1: London vs Nairobi

National Curriculum Expectations

- ✓ Use basic vocabulary to refer to human and physical features
- ✓ Compare human/physical similarities/differences of a small UK area/contrasting non-European country
- ✓ Use world maps/atlas/globes to identify countries/continents/oceans in this key stage
- ✓ Use arial photos/plan perspectives to recognise landmarks and basic human/physical features;

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	✓ Use definitions from knowledge organisers of key vocabulary. ✓ A capital city is the main political and economical hub of a country where parliament/monarchy resides. ✓ London is the capital city of England and the UK - the hub of all the countries in the UK. ✓ Nairobi is the capital city of Kenya in the continent of Africa.	1. Use globes and atlas to identify: 7 continents, 5 oceans, the UK and capital cities and any other countries they know. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What is a capital city?
2	To locate Nairobi, Kenya on a map	✓ The four countries in Britain are England, Northern Ireland, Scotland & Wales - their capital cities are London, Belfast, Edinburgh and Cardiff. The UK is in Europe ✓ Nairobi is in Africa and is in the country of Kenya. ✓ Use Google Maps to locate Africa. Kenya is south-east of the UK. ✓ Kenya has its own government. ✓ Kenya is famous for tea and coffee farming..	1. Locate Kenya and Nairobi on world map. Use locational language (north, south, east and west) to describe the capital's location. 2. Label UK's countries and capitals. Add facts underneath.	Where is Kenya in the continent of Africa? Where is Nairobi in Kenya?
3	To compare physical features of Nairobi and London	✓ Both cities, London and Nairobi have rivers. ✓ The River Thames flows through London. The source of the river is 3.5 miles south west of Cirencester. It flows for 208 miles and ends near Southend on Sea. It is one of the longest rivers in England. The source of the river is marked by a large stone which says 'The conservation of the River Thames'. ✓ The Thames had an important role in the transportation of goods and people. The Thames Barrier was built in 1982 to prevent high tides flooding Greater London. ✓ The Nairobi river flows across Nairobi and it flows into the Indian Ocean. ✓ The Nairobi river is a polluted river as it flows in areas where vast quantities of sewage have been discharged directly into it. ✓ The Nairobi National Park has the physical feature of the savanna (wide open grasslands), where wild animals (such as giraffes, lions and zebras live).	1. Label a map of the Nairobi river to show its journey. Draw and label the places it flows through and what it's located near. 2. Label a map of London and show the River Thames alongside the capital city.	How is the Nairobi River different from the River Thames?
4	To compare human features of the cities	✓ Kenya's capital city has a rich history. ✓ The Mughal emperors once ruled from the Red Fort, built in 1639. The fort is in Old Delhi, a busy maze of streets, colours and smells! ✓ Connaught Pl ✓ London landmarks are Big Ben, Tower of London, Tower Bridge, Houses of Parliament, London Eye, Buckingham Palace, London Zoo, etc. ✓ Nairobi's landmarks are All Saints Cathedral, Jaima Mosque, Tom MBoya Statue, Nairobi Mamba Village, Nairobi's Times Tower. ✓ In both cities, children go to school and wear a uniform.	1. Read information about the human features in each city. 2. Write a fact file comparing London and Nairobi.	What are the human features of Nairobi?
5	To understand more about the Nairobi National Park.	✓ Savannas have a few trees. It is a vast, dry grassland. ✓ The savanna extends to the city of Nairobi. ✓ Maasai tribesman (Kenyan man from a specific tribe) often walk through the savanna. They lost some of their land when the National Park was created. ✓ The park covers about 45 square miles and is a major tourist attraction, where visitors can see diverse species of birds and wild cats, which are protected by the park and staff. ✓ There are human features of fences to keep some animals in, and roads for tourists. Some local farmers now do not have access to the savanna and they now need more land.	1. Explore the National Park of Nairobi through Google Earth. 2. Create a table outlining the positives and negatives of the Nairobi National Park.	Do all Kenyans like the Nairobi National Park?
6	To complete an assessment.	✓ What other cities are there in Africa. ✓ Why is Nairobi significant? ✓ Similarities between London and Nairobi. Also, differences. ✓ Why is the National Park positive?	8 closed questions and one more detailed: How different is Nairobi from London?	How different is Nairobi from London?

Y2 Geography Summer 2: Field and Map Work

National Curriculum Expectations

- ✓ Name, locate and identify the characteristics of some countries and capital cities of the UK
- ✓ Use basic vocabulary to refer to key physical and human features
- ✓ Use aerial photos/plan perspectives to recognise landmarks and basic human/physical features
- ✓ Use simple compass directions, locational/directional language to describe features/routes on a map

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ A map is a pictorial representation of different areas. ✓ Maps tell us about an area - the features and make up on the land. They also help us with directions - our journey from one place to another.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and match to the meaning. Then write in sentences.	How can I explain my learning clearly using the fewest words?
2	To identify physical and human features of London	✓ Human geography is man-made and created/built by humans. (houses, buildings, roads, bridges). ✓ Physical geography relates to things which occur naturally (rivers, mountains, hills, trees - even parks show evidence of physical geography prior to human development of the park itself). ✓ Maps are pictorial representations of different areas. They show us the features of an area and the make up on the land.	Use Digimap software to identify features of London sort them into human and physical features.	What makes London unique?
3	To know my own address/post code and locate my home on maps	✓ Every building has an address so that it can be easily identified. ✓ Addresses usually have a house number or name, a road name, a town, a country and a postcode. ✓ A postcode is a code which is specific to each street it is made up of numbers and letters. ✓ Maps are pictorial representations of different areas. They show us the features of an area and the make up on the land.	Use Digimaps to locate where they live and then write sentences describing where they live. e.g It is near the church etc.	How can I find where I live?
4	To plan a journey in the local area using maps	✓ Maps are pictorial representations of different areas. They show us the features of an area and the make up on the land. ✓ Maps give us information about places. ✓ Maps are drawn from an aerial view. ✓ Maps contain symbols which are explained in the key.	Use Digimaps to plan the journey from their home to school write down the things they will see on the way.	Why are maps important?
5	To devise simple maps to show a journey in the local area. LOCAL WALK.	✓ Maps are pictorial representations of different areas. They show us the features of an area and the make up on the land. ✓ Maps give us information about places. ✓ Maps are drawn from an aerial view. ✓ Maps contain symbols which are explained in the key. ✓ All the information on a map helps us with our journey - getting from one place to another.	Draw a map of the street and local area around the school.	What does my local area look like on a map?
6	To complete an assessment.	✓ Identify human and physical features in London. ✓ To identify the school through its address and postcode. ✓ To identify map symbols. ✓ To draw a simple map.	8 closed questions and one more detailed.	What does my local area look like on a map.

CWC Primary Academy Curriculum



YEAR 3 - Geography

2023-2024

Y3 Geography: Autumn 1: Europe

National Curriculum Expectations

- ✓ Locate countries using maps and identify key human/physical features.
- ✓ Make comparisons between a region in the UK and a region in Europe.
- ✓ Use maps/ atlases/ globes/ digital computer mapping to locate countries.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To locate countries in Europe	✓ There are 7 continents (a continent is a large group of countries which are geographically close). They are Europe, Africa, Asia, North America, South America, Antarctica and Australia. ✓ Maps are made up of 2 main parts: land and sea. ✓ Europe is the second-smallest continent. ✓ Europe is a continent made up of 44 countries, including the UK. ✓ Europe is in the northern hemisphere above Africa. The UK is situated in north-west Europe.	Label a map of Europe with key countries - UK, France, Italy, Spain, Germany, Romania, Portugal, Bulgaria, Poland etc.	What is Europe?
3	To locate seas in Europe	✓ There is one world ocean which is subdivided into 5 oceans and lots of seas ✓ A sea is an expanse of salt water that covers most of the earth's surface and surrounds its land masses. ✓ Water covers the whole of the earth's surface but each sea and ocean is separated by boarders. ✓ There are many different seas in Europe - e.g. Baltic Sea, Black Sea, Mediterranean Sea, Norwegian Sea etc.	Label a map of Europe of the different masses of water and seas.	How is Europe separated from other continents?
4	To recognise what a peninsula is and know that the Isle of Dogs is an example of a peninsula.	✓ A peninsula is a piece of land almost surrounded by water or projecting out into a body of water (3 sides of the land surrounded by water). ✓ Europe is sometimes described as a peninsula of peninsulas. ✓ Europe is the western peninsula of the giant "supercontinent" of Eurasia. ✓ Europe is divided from Asia by a series of watersheds, including the Ural River and the Caspian and Black Seas. ✓ Gibraltar is a clear example of a peninsular because the place is so small that you can see water from either side of the land (see photographs of Gibraltar). ✓ Europe can be divided into different peninsular regions - e.g. Balkan (South-East Europe), Iberian (South-Western Europe), Italian Peninsular (Italy, San Marino, the Vatican City).	Colour the borders of a peninsula on a map of Europe and describe why that country/place is a peninsula? Find the Isle of Dogs on an aerial map of London using its features. Write the definition of a peninsula:	Why is Europe the peninsular of peninsulas?
5	To know that Italy is a peninsula country and has regions.	✓ Italy is in the Italian Peninsular. ✓ Italy is divided into regions. There are both physical and human features to recognise. For example, mountains and rivers then Palaces and shops. ✓ The capital city is Rome. There are also 'capoluogos' in each region, which acts as the capital of that region. Examples are Florence, Milan, Naples, Palermo, Venice and Rome,	Locate Italy on a European map and identify some regions. Zoom in on a region and identify the human and physical features of that region.	Are other Italian cities the same as Rome, the capital city?
6	To identify capital cities of Europe	✓ A capital city is city or town that functions as the seat of government for a country or region. ✓ The UK in in North-West Europe and London is England's capital. ✓ Popular capital cities include; Paris, Rome, Berlin, Madrid, Prague, Amsterdam. ✓ One of the highest populated capital cities is Rome and the smallest is the Vatican City with only 800 inhabitants.	Create a fact file for the Vatican City, Rome and London. What are the main similarities and differences?	Why do we have capital cities?
7	To complete an assessment.	✓ A capital city is city or town that functions as the seat of government for a country or region. ✓ London is the capital city of England and its population is 14 million. ✓ Rome is the capital city of Italy. ✓ Similarities and differences between two cities. ✓ Label a map of Europe.	8 closed questions and 1 developed answer,	Are all capital cities the same?

Y3 Geography: Autumn 2: Natural Wonders; Rivers

National Curriculum Expectations

- ✓ Name and locate human and physical characteristics, key topographical features e.g. locate great rivers around the world
- ✓ Understand human/physical similarities/differences of a region in a European country

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Use geographical vocabulary	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books, around the room. Define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	To understand the processes of the water cycle. Skill: Communicate geographically in a variety of ways Understand the processes that give rise to key physical and human geographical features of the world	✓ The water cycle describes the continuous movement of water on Earth. ✓ The water cycles means that we do not run out of water. ✓ There are six main elements to the water cycle. These are: condensation, precipitation, transportation, evaporation, collection, infiltration. ✓ Evaporation is when water heats up and leaves the land. ✓ Condensation is when water cools and forms clouds. ✓ Precipitation is when the clouds get heavy and fall to ground as rain, sleet or snow. ✓ Collection is how water returns to the sea. ✓ Transportation is how water moves around ✓ Infiltration is how water soaks into the ground.	Pupils to correctly label a diagram of the water cycle. Chn create water cycles in a bag. See online example: Greensboro Science Centre: Water cycle in a bag.	Why do we never run out of water?
3	To name and identify the features of a river. Skill: Communicate geographically in a variety of ways Understand the processes that give rise to key physical and human geographical features of the world	✓ Three parts of a river; middle, upper and lower course. ✓ Source of the river is where the river begins, waters comes out of a ground spring, usually on top of a mountain. ✓ Upper course comes after the source and forms a small stream which runs down the mountain. ✓ Middle course: other streams join the main stream and become a river; it starts to flow more slowly. ✓ Lower course is when the river becomes wider and flows even slower. ✓ Mouth of the river is where the river meets the sea, also know as an estuary.	Label key parts of a river and describe the functions of each part.	Where do rivers come from?
4	To explore the uses of rivers Skill: Interpret a range of sources of geographical info Understand the processes that give rise to key physical and human geographical features of the world	✓ A river is a natural flowing Waterhouse, usually freshwater; flowing towards an ocean, sea, lake or other river. ✓ Rivers are vital for our survival: they are used for a variety of reasons. ✓ Transport: humans use rivers to transport goods and people. ✓ Settlement: many early settlers chose to build settlements around rivers. They are also vital for survival of certain animals. ✓ Energy: humans can convert motion of water into energy as they flow downhill. They are connected to dams which are directed through a generator to create electricity. ✓ Farming: farmers use irrigation systems to ensure that their crops grow ✓ Leisure: boating, water sports, picnics, punting.	Research one element of how rivers are used and present findings to the class.	Are rivers still useful to humans?
5	To understand the vital role of the River Nile to Egypt Skill: Communicate geographically in a variety of ways	✓ Egypt is a vast desert with very little rainfall. Today 50 million people live within a few miles of the river and are completely dependent on the river. ✓ The river contains lots of fish and is a source of food. ✓ Ancient Egyptians found lots of ways to bring the water from the river up to dry land. ✓ The soil along the River Nile is of a better quality due to the water. ✓ The River Nile was vital to the development of the Ancient Egyptians. Also, discuss other famous rivers,	Create a fact file about the River Nile and why it is important.	What would have happened if the River Nile had never formed?
6	To complete an assessment.	✓ Describe the water cycle. ✓ To know the three parts of a river. ✓ To know the uses of a river. ✓ Is the River Nile important to Egypt?	8 closed questions and one developed answer.	Can rivers be seen from space?

Y3 Geography: Spring 1: Settlements and topography in the UK

National Curriculum Expectations

- ✓ Name/locate counties/cities/geog. regions of UK
- ✓ Name/locate human/physical characteristics, key topographical features e.g. locate great rivers around the world.
- ✓ Understand human/physical similarities/differences of a region of the UK;

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: communicate geographical information	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and around the room. Define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	To identify the needs of the early settlers Skill: interpret a range of sources	✓ Early settlers: Romans/Anglo-Saxons and Vikings travelled from other countries to Britain to find a place to settle. ✓ They didn't have ready made towns to settle into like we do today, they would have needed to look for somewhere suitable. ✓ Needs of Early settlers: Access to food/shelter/water/ materials to build houses, places to hunt, rivers were important for food and cleaning.	https://www.nationalgeographic.org/activity/selecting-settlement-sites/ Children have maps of different areas and they decide which is the best place to settle and why.	How did early settlers choose a place to settle?
3	To understand the cities and counties of the UK and to recognise regions. Skill: communicate geographical information	✓ Revise the countries in the UK and capital cities. ✓ Then, define a city as larger than a town with railways, shopping centres and banks. Some examples of cities are Cambridge and Norwich. ✓ Cambridge and Norwich are near an area that has a local government called Suffolk. Suffolk is an example of a county. ✓ Other counties are Norfolk, Cambridgeshire and Essex. ✓ Regions are a large area of the UK. For examples, East of England, North West, North East, Yorkshire and the Humber; South West and London. We live in the region of London.	Use a UK map to identify the four countries and capital cities, then counties and cities within each county. Research the features which make each city a city.	What counties surround the Isle of Dogs? What about regions?
4	To identify the physical and human landmarks of England, Scotland, Wales and Northern Ireland. Skill: interpret a range of sources	✓ Human landmarks are built features. Physical landmarks are natural features of the land. ✓ In England, there is the River Thames, the white cliffs of Dover, Stonehenge etc. ✓ In Scotland, there are Lochs, the Highlands and Edinburgh Castle et . ✓ In Wales, there are waterfalls, Snowdon and the River Severn and Wye. ✓ In NI, there is the Giant's causeway, the River Bann and the Titanic Museum.	Research landmarks for each country and put them into a Human and Physical feature column.	Do any of the countries have human and physical features in common?
5	What are the topological patterns of the UK? Skill: interpret a range of sources	✓ Topography describes a place. ✓ Maps have symbols or colour that describe a place. ✓ Large scale maps are good for showing individual buildings and roads. Small scale maps are good for showing large areas of land. ✓ The 4 compass points are. Can we work out 8? ✓ There are lots of mountains in areas of the UK. Scotland, the North East and Wales particularly.	Label a large scale map of the Isle of Dogs area and locate symbols and colour and what they mean. Label a small scale map with mountainous areas. Try and locate the regions to help with locational understanding of mountains.	Does the North East of England have more mountains than anywhere else in the UK?
6	To complete an assessment.	✓ What was important for settlers travelling to the UK? ✓ What is a city? ✓ What is a region? ✓ What are some examples of topography?	8 closed questions and one developed answer.	Is the UK topographically the same everywhere?

Y3 Geography: Spring 2: Rainforest Biomes

National Curriculum Expectations

- ✓ Locate the world's countries, using maps, concentrating on their environmental regions
- ✓ Identify the position and significance of the Equator, northern/southern hemisphere and the Tropics of Cancer and Capricorn
- ✓ Understand geographical similarities and differences of a region in the UK and South America
- ✓ Describe and understand physical geog, incl: climate zone and biomes

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	Understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ A biome is a large naturally occurring community of flora and fauna occupying a major habitat. ✓ The equator is an imaginary line around the middle of Earth. It is halfway between the North and South Poles at 0 degrees latitude.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and around the room. Define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	Identify areas of the world containing rainforests and Describe the key aspects of a tropical climate.	✓ There are 4 types of forests: temperate deciduous forests (forests with 4 well defined seasons with trees which shed their leaves); temperate coniferous forests (forests with 4 well defined seasons with trees that do not lose their leaves); boreal forests (these forests only have 2 seasons - mildly warm summers and long cold dry winters. The temperatures range from -40 degrees to 20 degrees); tropical rainforest (a hot/moist biome found near the equator). ✓ Tropical rainforests: grow around the equator in South America, Africa and Southeast Asia. They have the highest species diversity per area in the world, containing millions of different species. Even though they cover only a small part of the earth, they house at least one half of all species. The temperature is stable year-round, around 27°C. ✓ Rainforests are found in many countries such as: Brazil, Peru, Australia, Indonesia, Bolivia, Ecuador, Guyana, India, Malaysia, Mexico. ✓ The Tropic of Cancer is an imaginary latitude line above the equator that runs across the globe at about 23 degrees north. Just the opposite is the Tropic of Capricorn, whose latitude line circles the globe at about 23 degrees south. ✓ All the rainforests of the world are found between these imaginary lines. ✓ Climate and weather are different. Climate is the usual or average weather conditions over a long period of time. Weather is the specific condition on a given day (which may or may not be typical for a climate). ✓ The climate in the rainforest is the same all year round. ✓ Every month has an average rainfall of at least 6cm. It usually rains every month. Temperatures are hot all year round; it is very humid.	On a world map locate where the rainforests of the world are. Use atlases and globes to locate. Write a definition of a rainforest. Compare the average temperature and rainfall of a rainforest to that of London. What do you notice?	Where are rainforests?
3	Describe and understand the features of the layers of a rainforest	✓ A rainforest can be split into layers as all of the plants are not the same height. Each layer is different because of the amount of light/ water it gets. ✓ Emergent Layer: the top layer of the rainforest. The trees in this layer can be up to 60m tall, their trunks can be up to 5m in circumference. They are usually broad-leaved, evergreen, hardwood trees. There is lots of sunlight up here, but it is also very cold and windy, many birds, monkeys, bats and butterflies live here. ✓ Canopy Layer: The trees in this layer form a roof over the plants below, trees in this layer usually have smooth, oval, pointed leaves, there is lots of sunlight but also plenty of rain. Many animals live in this layer as there is plenty of food. Including snakes, toucans and tree frogs. ✓ Understory Layer: trees in this layer rarely grow taller than 4m. It is very warm and very humid here. Many insects live in this layer. Very little sunlight reaches this area, so the plants have to grow larger leaves to reach the sunlight. ✓ Forest Floor: it is very dark here - almost no sunlight reaches this area and very few plants grow. Leaves and other debris decompose very quickly. Animals such as gorillas, anteaters, leopards and tigers live here.	Label the different layers of the rainforest and write down the different specifications at each layer. Have a go at the 'what animal lives where' activity.	What makes rainforests different from other forests?
4	Compare the Amazon Rainforest and Sherwood Forest	✓ The Amazon Rainforest (https://vimeo.com/31218794) is a 5,500,500 square kilometres rainforest with parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. ✓ It previously covered a much larger area and was densely populated. Around 2 millions tourists visit each year. ✓ It is home to 2.5 millions insects species, tens of thousands of plant species and over 2,000 species of birds/mammals. ✓ Sherwood Forest (https://vimeo.com/121682295) is 4.23 square kilometres of forest in Nottinghamshire, UK. It previously covered a much larger area, including some of Derbyshire. Its now a designated Special Area of Conservation and is a Country park run by Nottinghamshire County Council. The River Idle passes through it, before joining the River Trent. Sherwood Forest attracts over 500,000 visitors every year.	Compare Sherwood Forest and The Amazon Rainforest using a Venn diagram write a paragraph explaining the similarities and differences.	How are forests similar and different?
5	Explain the effects humans are having on the rainforest https://www.bbc.co.uk/programmes/p003vnd7	✓ Deforestation means cutting down a large area of trees https://vimeo.com/4132707 It is done for many different reasons including: creating fields for farming cattle, to create fields for growing crops, to produce timber to make furniture, to produce wood pulp to make paper; to create space for housing ✓ Negative: water that would have been taken up by tree roots can cause flooding. Less CO2 is captured by the forest, worsening the effects of global warming, rain falling onto the bare soil causes soil erosion, plants that may have been useful as medicines could be lost, animals and plants may become extinct through loss of habitat, people's homes may be destroyed, animals habitats are destroyed, tribes lose their cultural identity. ✓ Positive: Wood from the removed trees can be used to make paper and other products. Jobs are created in logging transport and manufacturing products, land cleared can be used for meat production, the soil where the trees grew is full of nutrients for growing crops, products such as chocolate and coffee can be grown more cheaply on areas of deforested land, palm oil grown on deforested land is used in many foods and toiletry products, selling land raises money	Write a definition of deforestation. Sort the positives and negative of deforestation in a table.	Is deforestation good or bad for the world?

Y3 Geography: Summer 1: The World's Resources

National Curriculum Expectations

Describe and understand key aspects of human geography, including: trade links

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	- Some vocabulary relates specifically to its geographical context. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary. - Natural resources are material or substances that are produces by the environment. - The world's resources come from both renewable and non-renewable energy.	1. Use globes and atlas to identify: 7 continents, 5 oceans, the UK and capital cities and countries in Europe. Discuss what continent Russia is on. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What is the environment?
2	Understand what natural resources are and how we use them	Natural resources are materials or substances that are produced by the environment. - Humans use natural resources to survive.They can be used to heart our homes,transport us around the world, feed us and clothe us. - Living sustainably is about meeting the needs of today's generation without harming the needs of future generations. - To live sustainably we need to make sure we use natural resources that can be used now and in the future it is important not waste resources. - Resources related to farming are called agricultural resources e.g crops, livestock etc - Resources found underground are called geological resources e.g minerals, metals and fossil fuels - Using natural resources can damage the environment. Geographical resources are removed from underground which damages the environment. - Some resources such as coal and oil are burnt which causes pollution	Using videos and visual resources and research, explore natural resources. 1. Using a table, list some examples of natural resources and their uses. 2. Consider the positive or negative impact on the environment (sustainability). Note down their location in the world, if applicable.	What is sustainability?
3	Recognise the difference between renewable and non-renewable energy	- We use energy to heat our homes, cook our food, power our cars and use electrical items. - Much of the world's energy is produced by burning fossil fuels such as oil, coal and gas. - Burning Fossil fuels creates carbon dioxide gas, which is damaging to the environment t and is making the Earth warmer than it should be. - Energy can be renewable which is means it can be re used or non renewable which means it cannot be re-used. - Different renewable/non-renewable energy has different advantages and dis-advantages e.g coal (non renewable) is cheap and reliable, but it is a fossil fuel and contains harmful gas. Where as, solar energy (renewable) is free from the sun, doesn't produce harmful gases, can be used over and over again but does not work if it is cloudy and not a great option for the Uk when it is not very sunny	1. Explore different renewable sources of energy (solar; turbines and wave energy) and Non renewable (coal) listing the pros and cons of each - in a table (group task). 2. Present findings as a poster to influence companies to change their energy sources - promoting renewable energy.	What type of energy is the best to use? Why?
4	Understand that food can originate from other countries	- We do not have every natural resource in every country. People all over the world earn money by growing food or making things to sell. - Products are shipped to other countries to be sold in shops this is called importing. - Your food is transported a long way before it ends up on your plate.The distance travelled is referred to as food miles. - When we import food we have to use non-renewable forms of energy to transport it and this has an environmental impact. If we shop locally and eat the natural resources it is more sustainable	1. Children explore different arguments for and against importing food - explore this via videas, visual resources and research. Use tangible examples of food in real life. 2. Create a mind map of the advantages and disadvantages for importing food.	Do we need to import food from different countries?
5	Understand the importance of water in our lives	- We use energy for running baths, washing up, flushing the toilet and using washing machines etc. - Each person in the UK uses an average of 150 litres of water a day!This figure has grown by 1% every year since 1930. - Sustainable choices to save water - https://youtu.be/5J3cw4biVWo - A water scarcity is when there is not enough available clean water - Reasons for people not having enough water include - overuse, pollution, not living close enough, drought. 2.1 billion people lack safe water at home	1. Observe and annotate graphs and data about water usage around the world. 2. Create a mind map about how we can save water	What is water scarcity?
6	To complete an assessment.	- What is a natural resources? - Examples of renewable and non-renewable energy. - Positives and negatives of importing food. - What is water scarcity?	8 closed questions and one more developed answer: Can I do more to support the world's resources?	

Y3 Geography: Summer 2: Fieldwork our local area

National Curriculum Expectations

- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build knowledge

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	Understand and correctly use the set vocabulary for the unit	- Some vocabulary relates specifically to its geographical context. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary. - Fieldwork means getting into the field (going to an area) and exploring the geographical nature of it.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in books and around the room. Define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	Sketch a map with relevant features, considering the scale and size	- A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. - Maps may show visible features, such as rivers and lakes, forests, buildings, and roads. - Most maps are drawn on a flat surface. - When we are sketching maps of our local area we need to ensure that we are sure of what is in the local area e.g buildings, landmarks etc. - When we draw a map we need to consider scale. A map scale is the size of an object compared to the size of the object's smaller representative on a map. - Maps must include these features: a title, labels/annotations where needed, simple lines, enough detail to give a rough idea (not every house etc. is needed), a north arrow to show the direction of the map and a note about scale (what's the size comparison).	Walk around the school consider what the key landmarks around the school are. In groups devise a map of the school and the key landmarks . Photo record.	Why do maps need to be drawn to scale?
3	Identify and use maps and keys effectively	- A map's keys uses symbols, colours, or lines to represent important places or landmarks on a map. - The symbols on maps are used because there is not enough room to write every feature in words - symbols are used to replace the word. We must learn simple symbols so we can find landmarks and locations on a map. - Keys are usually located at the bottom left or right of a map. - Keys need to have a simple symbols to represent different items and they need to be easy to recognise and used for the person drawing and reading the map. Many maps have the same symbols - they are conventional signs.	Use digimaps to look at Ordnance Survey maps for the area. Identify different symbols on the maps and create a key for what they represent, listing features of the local area.	What is a key?
4	Explore and represent land use in the local area. LOCAL AREA WALK.	Land use is the function of land – what it is used for. - Land use varies from area to area. In rural areas (countryside) land use can include forestry and farming. In urban areas (towns and cities) land use could be housing or industry. - Our school is located in an urban area which means most of the surrounding areas near our school are used for housing and industry such as shops, schools, doctors, etc. - Land use can fall into these categories: residential (houses), retail (shops), community (schools, churches, library), recreation (pub, cinemas, cafe) and medical (hospital, doctors).	Children walk around the local area to complete survey (3/4 street radius). Children create a tally chart to show what most of the buildings in the local area are. Create a graph to show results.	What is our local land used for?
5		- When we use maps we can see roads and some major landmarks. We give directions using these. - When we give directions we can use compass points. The four main compass points are; North, South, East and West. When we give more specific directions we use the 8 points of a compass - in addition these are - North East, North West, South East and South West.	Make a colour coded map of the local area with the different types of land use. Add a key to show the types of land use.	How can different types of land use be catagorised?
6	To complete an assessment.	- Why is scale important on a map? - Examples of symbols. - Do we live in an urban or rural area? - Annotate a compass with the 8 points.	8 closed questions and one more developed answer.	What do you think Canary Wharf land might be used for and why?

CWC Primary Academy Curriculum



YEAR 4 - Geography

2023-2024

Y4 Geography: Autumn 1: UK and Germany comparison

National Curriculum Expectations

- ✓ Locate countries using maps and identify key human/physical features.
- ✓ Make comparisons between a region in the UK and a region in Eur
- ✓ Use maps/ atlases/ globes/ digital computer mapping to locate countries.
- ✓ Observe, measure, record, present human/physical features in local area.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To locate countries and their capital cities within Europe	✓ There are 7 continents (a continent is a large group of countries which are geographically close). ✓ Maps are made up of 2 main parts land and sea. ✓ Europe is a continent made up of 44 countries, including the UK. ✓ A capital city is where the government is. ✓ The capital of Germany is Berlin. ✓ The capital of England is London.	Label a map of Europe with the countries and their capital cities. Circle Germany, the UK, Berlin and London on the map.	What makes a city a capital?
3	To name and locate major cities in the UK and Germany.	✓ Every country has many large and important cities as well as their capital cities. ✓ The UK is split into counties. ✓ Counties are either a physical, political or cultural way to split up the country. ✓ There are 48 counties in the UK - e.g. Hertfordshire, Sussex, Suffolk, Essex and Yorkshire. ✓ Cities in the UK may be major as they have a larger population, may be a place of interest or a cultural hub. Examples of these are Manchester, Liverpool, Newcastle, Norwich. ✓ Counties in Germany are called Kreis or Landkreis, which are districts. There are 401 of them. ✓ Major cities in Germany are: Cologne, Hamburg, Munich, Leipzig and Berlin.	Label maps of the UK and Germany with major cities.	What makes a city major?
4	To compare and contrast the population density of Tower Hamlets and Offenbach am Main.	✓ London is divided into Boroughs or areas. Our school is in the Borough of Tower Hamlets. Tower Hamlets is twinned with Offenbach am Main in Germany, which is a city near Frankfurt. ✓ Town twinning or sister cities is when cities are paired across the globe to foster human and cultural links across the nations. ✓ The total population of Offenbach am Main is 134,170 people. ✓ The population of Tower Hamlets is 319,821. ✓ Population is worked out as number of people per KM of the area. This means we can accurately compare the population of areas. This is known as population density. ✓ The population density of Offenbach am Main is 2,822 people per 1km² where as Tower Hamlets is 15,695. This means Tower Hamlets is much more crowded.	Write what population density is. Show the population density of each area using a bar chart and compare the difference.	What does a denser population mean?
5	To compare and contrast the landscapes of Offenbach and Tower Hamlets.	✓ The population density is much higher in Tower Hamlets than Offenbach am Main so the houses and amenities must be much closer together. ✓ Both places have a transport system. ✓ People in Jalasiaervi have more space. ✓ Offenbach am Main has built its economy on leather making.	Compare pictures of both and write down the similarities and differences.	How does population density effect how areas look?
6	To compare physical features of Tower Hamlets and Offenbach.	✓ Tower Hamlets is an urban area made up of housing areas, commercial areas, transport areas and the main human feature is Canary Wharf. The main physical feature is the River Thames. ✓ In Offenbach am Main, a physical feature is the river Main. It has a warm climate, making it possible to grow plants from subtropics like palm trees. There is the Rumpenheim Palace.	Use google Earth views to create a Venn diagrams to compare areas	What makes both places unique?
7	To complete an assessment.	✓ What are the capital cities of Germany and the England? ✓ What other cities are there? ✓ What are the population densities?	8 closed questions and more more detailed answer.	Where would you rather visit and why?

Y4 Geography: Autumn 2: Mountains

National Curriculum Expectations

Describe and understand key aspects of physical geography, including: rivers/ water cycle; mountains volcanoes/ earthquakes

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Use geographical vocabulary	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To locate mountain ranges around the world Skill: Interpret a range of sources of geographical info	- A mountain is a land mass which has a naturally occurring elevation above 600m. - A mountain range is a group of mountains in a particular area. - The index of an Atlas can be used to locate particular places of interest, such as mountain ranges and are arranged in alphabetical order. - Himalayas are located in Asia. - Andes are located in South America. - Rockies are located in North America and span across Canada. - Ural Mountains are in Russia - The Alps are in Europe	Chn match mountain range, tallest mountain and flag with countries, use Atlases to find out key information.	Where is the biggest mountain range?
3	To understand how mountains are formed Skill: Communicate geographical information Understand the processes that give rise to key physical and human geographical features of the world	- The Earth is made up of the inner-core, outer-core, mantle, crust. - The Earth is made up of multiple tectonic plates - there are 8 floating on the Earth's mantle. - Most mountains are formed as a result of the Earth's tectonic plates colliding together. - Mountains are formed over a long period of time (about 100 million years) - There are five basic kinds of mountains (fold, fault-block, dome, volcanic, plateau) - Fold mountains are the most common, formed when two plates collide head on and edge crumble. - Fault-block: formed when faults (or cracks) in the earth's crust force some materials or blocks up and others down - Dome: result of a great amount of magma rising through the crust(but doesn't push out) - Volcanic are formed with molten rock/magma erupts - Plateau are formed by erosion of surrounding rock	Describe how different types of mountains are formed. Use photos of types of mountains.	Are all mountains the same?
4	To understand that the weather conditions on top of a mountain can cause difficulties when climbing and that alpine glaciers affect the environment. Skill: Communicate geographical information	- Edmund Hillary and Sherpa Tenzing Norgay were the first to successfully and safely reach the summit of Everest 29th May 1953. - Sherpas are used for their local knowledge - Temperature changes 3 degrees in the summer and -17 in the winter. The summit can reach lows of -60. - Mountains are made up of peaks/summits, ridge, glacier, moraine - Peak: highest point Ridge: Where the two sides of the mountain meet. - Glacier: frozen rivers which run down the mountain. Accumulation of ice and snow. They cause erosion and deposition. - Moraine: Rock debris	Label the sections of the ascent of a mountain with the weather conditions experienced.	Why do people climb mountains?
5	To understand the human impact on Mount Everest today Skill: Interpret a range of sources of geographical info	- The scale of tourism has resulted in the surrounding areas become damaged. The mountain is suffering due to the amount of weight due to rubbish. - Mountaineers in Nepal is a commercial operation which results in profit. - Over 2,000 have reached the summit since 2009 when they reduced the cost - it is now very over crowded.	Use photographs from past present to describe environmental impact on Everest.	Have people changed mountains?
6	To complete an assessment.	- A glacier is a large mass of ice which can take many forms, including huge sheets and slow moving jagged blocks of ice/ rock,. Describe how it is formed. - What and where are mountains? - How are they formed? Impact of physical and human processes on mountains.	8 closed questions and one more detailed answer.	Is physical or human geography more destructive in mountains?

Y4 Geography: Spring 1: Settlements

National Curriculum Expectations

Understand types of settlement and land use. Including: economic activity, trade links, distribution of natural resources including energy, food, minerals and water ,

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: communicate geographical information	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	To know how settlements can vary Skill: interpret a range of sources	- A settlement is a place, typically one which has previously been uninhabited, where people establish a community. - Settlements can be identified on maps when you can see human geography elements (homes, road etc.) - Settlements vary in size and we can see this on maps. - Ordnance Survey maps show us where places are and the human and geographical features of an area.	Use Digimaps to identify different settlements and sort them into large settlements or small settlements.	How can I identify settlements?
3	To understand the needs of early settlers Skill: interpret a range of sources	- A long time ago early settlers (Romans, Vikings and Anglo Saxons) came to settle in Britain. - They came for different reasons including farm land, riches, increasing their territory. - They did not have ready made settlements instead they had to create their own. - When creating a settlement, early settlers needed different things including: a water source, materials to build houses, land to grow crops, food to eat.	Use Digimaps to look at a range of settlements. Identify the different needs which are being met when creating a settlement and write a paragraph explaining what the early settlers needed and why they chose that area.	How do people choose where they settle?
4	To explore factors which affect larger settlements Skill: communicate geographical information	- Settlements are places where people live and work. - Over time settlements have grown which has meant some places are more crowded than others. - When places become more crowded there are environmental problems such as congestion. - Congestion means the overcrowding of an area. - Traffic congestion is a big problem for London. - Due to the finite amount of resources, the London government have started different schemes to reduce congestion. https://www.tes.com/teaching-resource/how-is-london-managing-traffic-congestion-11881995	Explore different interventions which have been put in place including: park and ride, pedestrian streets, cycle lanes, congestion charge, bikes, closing road etc. Explain the approaches and how they helps reduce congestion. Local area.	Can congestion ever be reduced?
5	To explore how settlements can change over time Skill: collect, analyse and communicate a range of data.	- Settlements change over time in many different ways e.g shape, function, land use and the number/type of people living there. - The Docklands is an area of land running along the River Thames. - It used to be an area of factories and a place where trade ships brought in their good from other countries to the UK.	TRIP to the London Dockland to complete land use survey.	Why do settlements change?
6	To complete an assessment.	- Factories moved to other countries where it was cheaper to make goods. - The Docklands have therefore changed and have become more residential. Assessment based on the land use trip.	TRIP to the London Dockland to complete land use survey.	

Y4 Geography: Spring 2: Taiga Biome

National Curriculum Expectations

- ✓ Locate the world's countries, using maps, concentrating on their environmental regions
- ✓ Identify the position and significance of the Equator, northern/southern hemisphere and the Tropics of Cancer and Capricorn
- ✓ Understand geographical similarities and differences of two different regions
- ✓ Describe and understand physical geog, incl: climate zone and biomes

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary.	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word.	How can I explain my learning clearly using the fewest words?
2	To understand what a biome is	✓ A biome is a natural area of plants and animals. ✓ The world is divided into lots of different biomes and they are all different depending on their climate. ✓ The main types of biomes are aquatic, desert forest, grassland, rainforest and Tundra. ✓ These biomes are all different and have different characteristics depending on their climate.	Locate and label different biomes on a map showing the different types of biomes	What is a biome?
3	To locate the Taiga and describe the Taiga https://www.bbc.co.uk/bitesize/guides/zy74ycw/revision/1	✓ The Taiga is a coniferous biome, characterised by evergreen trees. ✓ Conifer trees are trees, which do not lose their leaves. ✓ The Taiga stretches in the Northern Hemisphere taking huge chunks of North America and Eurasia, especially Canada and Russia respectively. It also stretches in Northern Europe in countries such as Finland, Norway and Sweden and spans across Alaska and Scandinavia. ✓ It occupies about 27% of the Earth's surface. ✓ The Taiga is the world's biggest biome. ✓ It covers nearly 1/5 of the Earth's land surface and stretches across Northern Canada and Northern Eurasia in an almost unbroken belt of 7,000 miles. ✓ The main features of the Taiga are the evergreen forests of trees including pine, spruce, hemlock and fir. ✓ This biome is not as harsh as the Tundra Biome, however all its plants and animals have evolved to survive the Taiga's long, snowy winters. ✓ At the most northern extent, summer temperatures rarely rise above 10°C. As you move further north, trees are shorter and less dense because of the shorter growing season. Winter temperatures can fall as low as minus 30°C.	Locate the Taiga first on globes then on maps in their books show how the Taiga stretches across many countries. Have pictures of the different aspects of the Taiga- trees, animals etc. Write a description of the Taiga.	Where is the Taiga and what is it like?
4	To compare the Taiga and Tundra Biomes https://prezi.com/4mzib4cs2xcj/compare-and-contrast-taiga-and-tundra/	✓ The Tundra Biome is located above the Taiga and it is much colder. ✓ Climate: Taiga Biome experiences a cold winter but fairly mild summers; however Tundra has cold harsh year round temperatures. Due to the location, sunlight is present for a few weeks during the summer. ✓ Plants: Taiga is home to thick forests mainly coniferous trees. Given the extreme cold temperature the Tundra does not have many trees instead it has moss and small shrubs. ✓ Animals: Taiga is home to moose, bears and deer. Many birds also live in this biome. The Tundra is home to reindeer and the arctic fox. ✓ Precipitation: Most of the precipitation in the Taiga falls as snow in the winter and rain in the summer. There is approximately 30-48cm of precipitation each year. There is very little precipitation in the Tundra only about 15cm-25cm.	Explore pictures of the Taiga and Tundra Biomes. Create a Venn diagram comparing the two.	Are biomes similar?
5	To recognise the human impact on the Taiga Biome https://prezi.com/nf6a5wqby2mo/the-taiga-and-human-impact/	✓ As with many forests, the Taiga Biome is in danger because of deforestation. ✓ Deforestation means cutting down large areas of trees. ✓ The wood is used to make paper and build houses. When trees are clearcut the forest habitat is destroyed. ✓ Reducing the size of the world's forests also contributes to global warming. ✓ A large amount of wildlife in this ecosystem are also under threat from hunters and poachers who are killing these animals for sport or money.	Write a paragraph explaining how humans are impacting the Taiga Biome and how it can be prevented.	How are humans impacting Biomes?
6	To complete an assessment.		8 closed questions and one more detailed answer.	Are biomes similar?

Y4 Geography: Summer 1: Today's Trade

National Curriculum Expectations

Describe and understand key aspects of human geography, including: trade links

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	1. Use globes and atlas to identify: 7 continents, 5 oceans, the UK and capital cities and countries in Europe. Discuss differences between North and South America. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What does global mean?
2	To understand what trade is	- Trade means the buying and selling of goods and services (we trade everyday when we go to the supermarket etc.). - In order to trade we import and export goods and services. - Imports means goods and services bought from one country and brought into the UK. - Export means good or services made in the UK and sold to another country - Trade involves the exchange of goods or services in return for other goods or services or money.	1. Explore the concept of import and exports by either acting out, using visual resources or video. 2. Children have a list of goods e.g bananas, coffee, strawberries etc. children research if they are imported or exported or both. Write results in a table and display results in graph form using online graph tools.	What is trade?
3	To recognise what supply chains are	Trade means the buying and selling of goods and services (we trade everyday when we go to the supermarket etc) Global supply chain means the different stages manufactured goods go through on their journey from source to sale. - There are 3 stages of a supply chain primary (this is getting the raw materials e.g farming, fishing etc), secondary (turning the raw materials into other products e.g turning fish into fish fingers) and tertiary (transporting to distribute goods to different places e.g driving the fish fingers to Tesco)	https://www.rgs.org/schools/teaching-resources/global-trade/ 1. Children have sorting card with different roles children sort them into the three stages of the supply chain (primary, secondary and tertiary). 2. Create a flow diagram detailing the three stages of the supply chain with examples.	How do we trade?
4	To explore if trade is ethical and know what fair trade means.	- Trade links between countries have been made as trade has become more global. The main trade links are between more developed countries and less developed countries. - In the supply chain there are lots of different parts and they get a share of the money when the product is sold. - Banana cost 30p but that is split between, the banana worker, plantation owner, shipper, importer and supermarket buyer. This means the actual worker get very little money. - Banana workers are also effected by many things such as weather and banana prices which means they do not get a consistent wage which means this trade is not fair. - Trade links between countries have been made as trade has become more global. The main trade links are between more developed countries and less developed countries. - Fair trade between companies in more developed countries and producers in less developed countries means fair prices are paid to the producers. Fair trade is about better prices, decent working conditions and fair terms of trade for farmers and workers. - Fair trade products are usually more expensive but it supports farmers and ensures they get a fair price for their goods. https://schools.fairtrade.org.uk/resource/unravelling-the-thread/	https://schools.fairtrade.org.uk/teaching-resources/#page-2 Hook: share the fairtrade farmer stories - some of them are videos. https://www.fairtrade.org.uk/storytelling-tent/ 1. read various fact files on the fair trade website about specific food groups and how they are traded. 2. Select three items of food and write about the problems faced and how fair trade has supported the farmers.	What is fair trade?
5	To explore the journey that food makes	- Chocolate is often a fair trade product because the beans used in it are often fair trade. - Chocolate is consumed all over the world and a large amount of the primary supply chain takes place in parts of south/ central America, Central Africa and Asia. - Cocoa is generally grown in these areas nearer the Equator because the weather here is generally tropical, hot and humid. 60% of the world's cocoa is actually from two countries in West Africa- Cote d'Ivoire and Ghana. Process https://schools.fairtrade.org.uk/resource/where-does-chocolate-come-from-new-for-fairtrade-fortnight-2019/	1. Children order the process of chocolate production. 2. Draw the arrows and annotate the journey of chocolate on a world map. Add a key to indicate the different stages.	What does from bean to bar mean?
6	To complete an assessment.	- What is trade? - What is import and export? - What is fair trade?	8 closed questions and one more detailed answer: Is trade fair enough?	

Y4 Geography: Summer 2: Isle of Dogs and changing land use.

National Curriculum Expectations

- 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.
- 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).

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To understand how land is used in the UK	Land use is a term used to describe the function of the land. Land use can vary from place to place. - In rural areas, land can be used for farming and forestry. In urban areas, land can be used for industry or housing. - Land use changes depending on the need of people in the area. There are 3 main categories types of area: urban (towns and cities), rural (countryside/farmland) and greenbelt (rural land surrounding a town or city which cannot be built upon). - Land use in different countries in the UK is different depending on the make up of the land (appendix 1).	Write a definition of land use. http://www.bbc.co.uk/britainfromabove/stories/rewinds/happisburgh.shtml http://www.bbc.co.uk/britainfromabove/stories/rewinds/blacklaw.shtml http://www.bbc.co.uk/britainfromabove/stories/rewinds/cambourne.shtml Watch the case study videos and write how land use can change/why.	Does land use change?
3	To recognise that London's land use has changed over time	- London is a difficult city to pin down on a map. Apart from its size, there is also its complexity. - London has gone through many stages - from early Roman settlement and beyond. The Industrial Revolution and the development of railways allowed London to grow and facilitated the connecting up of smaller towns. - There is no single map of London that can do it justice; so many maps need to be considered. - The most distinctive feature on a map of London is the River Thames. - We know London ends on a map due to the greenbelt and surrounding 'greener' areas/countryside. There are far fewer buildings. http://www.youtube.com/watch?v=NB5Oz9b84jM - record observations as the film moves through different historical periods. Some of 'past London' remains in the present day. Places can change in a short space of time.	Explore and annotate different variations of London Maps from the past. What are the constant features in most of them? What are the differences? https://www.rgs.org/schools/teaching-resources/mapping-london/	How has maps represented London over the years?
4	To recognise the change of land use in the Isle of Dogs.	- In the 1500s the island was described as a farm with no churches.. - By the 1700s there were mills for trade. Still mostly farmland. - In the 1800s the centre of the Island was empty and few people lived there. Most people lived in Greenwich or Poplar. - In 1920, housing existed in Cubitt Town and Millwall. Mostly still industrial and docks. - In the 1980s, the docks closed so the area needed to change to an area of residential, business and commercial.	Use pictures over the years to describe how the Isle of Dogs has changed and annotate them. Annotate the peninsula and explain it and that it is now an inner suburb.	Why does land use change? How might it continue to change?
5	To explore how land use has changed since the 1980s in the Isle of Dogs. FIELDWORK TRIP.	- Look at the population of the area. It has grown by over 65% since the early 2000s. This is due to development and immigration as well as population growth in the area. - In the local area, how is the population managed? Look at the type of housing there is: Flat, high rise flats, detached housing, semi-detached housing, terraced house. - Collect data on the types of housing.	Collect the data and create a bar graph to show the most popular type of housing to house the local population. What can you notice nearby concentrated areas of housing?	How is land use changing?
6	To complete an assessment.	- What is land use? - What area do we live in? - How has the Isle of Dogs changed in the last 200 years?	8 closed questions and one developed answer.	Has the Isle of Dogs remained the same?

CWC Primary Academy Curriculum



YEAR 5 - Geography

2023-2024

Y5 Geography: Autumn 1: The UK and Alabama

National Curriculum Expectations

- ✓ Locate countries using maps and identify key human/physical features
- ✓ Identify land use/ changes over time
- ✓ Understand similarities and differences through the study of human and physical geography of the UK and a region of S America
- ✓ Use maps/ atlases/ globes/ digital computer mapping to locate countries
- ✓ Observe, measure, record, present human/physical features in local area

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To locate countries and states of North America	✓ There are 7 continents (a continent is a large group of countries which are geographically close). ✓ North America is made of 50 states (like a county in the UK but much bigger; most states are bigger than the countries in Europe). E.g. Texas, Alaska, Alabama, California. ✓ There are 50 stars on the American Flag. Each star represents a state. ✓ There are 23 countries in North American - e.g. Canada, Mexico, USA, Haiti, Panama, Jamaica, Barbados.	Label a map of the world with the 7 continents e.g. North America, Europe, Asia. Then label some of the obvious states in America.	What is the difference between a state and a country?
3	To use a contour map	✓ Topography means the natural and artificial physical features of an area. ✓ Elevation means height. ✓ On topographical maps points of the same height are joined together; these are called contours. ✓ When contours are close together the hill is steep. ✓ The small numbers on the line show the actual height above sea level.	Children create a potato mountain, use photographs and annotations to explain contours https://youtu.be/EFGQRm8od6A	How do you show elevation on a map?
4	To identify the main topographical features of Alabama	✓ There are 4 main areas: the Gulf Coastal Plain, Piedmont Plateau, Ridge and Valley section and Appalachian Plateau. ✓ The largest lake is Guntersville Lake - created by the building of Nickajack Dam. ✓ Longest river is the Alabama (state is named after this river). ✓ Alabama used to be a sea so the soil is limestone and there are many caves.	Identify and describe the 4 physiographic regions on a topographical map.	What does Alabama look like?
5	To identify the physical features of Hertfordshire	✓ Hertfordshire is a county in the UK. There are 48 counties in England. ✓ A county is a division of a state or country for local government. ✓ Hertfordshire is part of the green belt. A green belt is an area of open land around a city, on which building is restricted. ✓ The county's borders are approximately the watershed (drainage divide) for the River Colne and Lea, each of them have a canal. ✓ The elevations are high for this particular region of England, reaching over 240m in some parts.	Label a map of Hertfordshire with the physical features, such as lakes, river, green belt and woodland.	Why do we have green belts?
6	To compare and contrast the human features of an area of Alabama and Hertfordshire	✓ Locate the main cities in each area - e.g. Cheshunt, Hatfield and Georgia, Birmingham, Montgomery. ✓ Identify the symbols of each area (Alabama: state bird = yellow hammer, state tree is the longleaf pine, capital is Montgomery, largest city is Birmingham, population 4,887,871, population density 36.5 per km2). ✓ Identify the symbols of each area (Hertfordshire: 2 stags holding a shield with the motto trust and fear not, largest town is Watford, population 1.2m, population density 721 per km2). ✓ Hertfordshire is known for its Roman settlements and has a lot of motorways and an extensive railway system. ✓ Montgomery does not have a railway system, but a large airforce base instead, and is the home of fine art museums and full of cultural sophistication.	Create "top trump" cards identifying the special features of each region . Make only 2 for books (one each) to save time!	Is everywhere in the world the same?
7	To complete an assessment	✓ How many states are there in America? ✓ How is height shown on a map? ✓ What are the physical features of Alabama and Hertfordshire? And the human features?	8 closed answers and one developed answer.	What is human geography like in Hertfordshire compared to Alabama?

Y5 Geography: Autumn 2: Earthquakes and Volcanoes

National Curriculum Expectations

Describe and understand key aspects of physical geography, including: climate zones; biomes / vegetation belts; rivers/ water cycle; mountains volcanoes/ earthquakes

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Use geographical vocabulary	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To understand the structure of the Earth. Skill: Communicate geographical information. Understand the processes that give rise to key physical and human geographical features of the world	- The Earth is composed of different layers: the inner-core, outer core, mantle, crust. - Inner core is solid and is about as hot as the surface of the sun - the metal is solid despite the high temperature due the the immense pressure around it. - Outer core is iron/nickel and very hot (5000+ degrees). It helps create the Earth's magnetic field. which forms a protective barrier around the Earth which protects us from solar wind. - Mantle is made up of magma (gases and liquid rock) This becomes lava at 3000km deep. - The crust is the thinnest layer at 5km to 70km thick. - Tectonic plates are a combination of the outer mantle and the crust (also called the lithosphere). There are 15 of them. Where they meet is called a fault. They move very slowly - a couple of inches a year.	Create a labelled diagram of the structure of the earth with key information about each section.	Is the Earth hotter than the sun?
3	To understand eruptions Skill: Communicate geographical information. Understand the processes that give rise to key physical and human geographical features of the world	- Volcanoes erupt when molten rock (magma) rises to the surface. Magma is formed with the mantle melts. - Melting happens where tectonic plates are pulling apart or where one plate is pushed down under another. - Magma is lighter than rock so rises towards the Earth's surface - As magma rises bubbles of gas form inside of it. - Magma erupts through openings or vents in the earths crust before flowing onto the surface as lava - When the pressure is too much and the magma is thick, explosive eruptions can happen. - Volcanoes are known as dormant/ active or extinct.	Label the structure of a volcano and write a paragraph explaining what happens during an eruption	Are all eruptions the same?
4	To understand the effects of tectonics plates Skill: Communicate geographical information Understand the processes that give rise to key physical and human geographical features of the world	- There are 15 tectonic plates and all of the Earth's land and water sit on these plates - Plates are made of solid rock: under the rock is a weaker layer made of partially melted rock. - Where tectonic plates meet they are called fault lines. Earthquakes occur when plates rub/slide against each other. Tsunamis are a result of underwater earthquakes or volcanoes.	Create a Venn diagram of similarities and differences - earthquakes, tsunamis and volcanoes.	What would happen if there were no fault lines?
5	To understand life in volcanic areas Skill: Interpret a range of sources of geographical info Communicate geographical information	- Ring of Fire is a ring around the Pacific Ocean known for its large number of volcanoes and earthquakes. Over 450 volcanoes and 90% of worlds earthquakes happen there. - This provides the boundaries of several tectonic plates. - The 4,000 mile long East African Rift Valley is surrounded by 4 fault lines and is the largest Rift Valley in the world. It is 30-40 miles wide. - When volcanic rock breaks down into dirt it becomes a mineral rich soil. These minerals provide food and life for all kinds of plants and vegetables/grapes/herbs/flowers. - Hawaii, Mt Etna, Mt St Helens and Mt Vesuvius are all examples of life around volcanic areas.	Create a case study of Mount Saint Helens	Why aren't there many earthquakes in the UK?
6	To complete an assessment.	- Explain the structure of the earth? - Why do volcanoes erupt? - Describe other natural phenomena connected to tectonic plates. - What are the pros and cons of living in volcanic regions?	8 closed questions and one developed answer.	Why do humans choose to settle near volcanoes?

Y5 Geography: Spring 1: China - a snapshot in time

National Curriculum Expectations

- ✓ Locate countries, major cities using maps;
- ✓ Name and locate the physical/human characteristics, key topographical features and environmental regions
- ✓ Understand human/physical similarities/differences of a region of the UK and a region in a Non- European country
- ✓ Know types of settlement and land use, economic activity incl. trade links/distribution of natural resources incl. energy, food, minerals, water

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Communicate geographical information.	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ China is a country in East Asia. It spans five geographical time zones and borders 14 different countries.	Define key vocab and use in geographical context. Define the word, write a synonym and write it in sentences. Label China on a world map.	How can I explain my learning clearly using the fewest words?
2	To locate China and identify its regions/cities Skill: Interpret a range of sources	✓ China is officially called the People's Republic of China (PRC) ✓ It's the world's most populous country with over 1.39 billion people ✓ Third largest country (size) in the world - 9.7 million km² ✓ Shares borders with 14 countries (Similar to Russia) ✓ 23 provinces (see map of china) ✓ Four municipalities: These are the highest level of classification for cities and are ruled by the central government. (City with provincial power) Beijing, Tianjin, Shanghai and Chongqing. ✓ Has 5 autonomous regions with more legislative rights: Inner Mongolia, Ningxia, Guangxi, Xinjiang, Tibet) ✓ China has megacities 5 biggest are: - Shanghai population of 34million, Guangzhou population of 25 million, Beijing population of 24.9 million, Shenzhen population of 23.3 million, Wuhan population of 19 million	Chn to locate provinces, municipalities, autonomous regions and megacities on a map and write explanations of each.	How can countries be divided?
3	To explore the human impact on China's physical geography Skill: Communicate geographical information.	✓ The Himalayas (Mt Everest) is a mountain range that is spread across five countries 35,000 tourists visit every year (India, Nepal, Bhutan, China and Pakistan) ✓ Yangtze River is very scenic and has three gorges. (A deep, narrow, valley with steep rocky walls on either side and a river running through the bottom) Qutang Gorge. Xiling Gorge and Wu Gorge. Three Gorges Dam Built to prevent flooding of river. ✓ Gobi desert is the largest desert in East Asia. It's a cold desert that is swallowing grassland nearby due to desertification.	Chn to investigate impact of humans on physical geography in China. - Three Gorge Dam - Desertification in China - Tourism to Himalayas	How has China changed and why?
4	To investigate the economic growth of China Skill: Collect, analyse and communicate a range of data	✓ Economic growth means an increase in the amount of goods or services produced per head of the population over a period of time. ✓ In the last few decades, China has changed faster than any other country. ✓ It has become a very wealthy country. Makes lots of money from the goods and services it sells. ✓ Export: When a country sells to another country ✓ Import: When a country buys goods from another country. ✓ China has a trade surplus (Electrics, Computers, furniture, clothings and accessories. ✓ Trade surplus: Exports more than it imports ✓ Trade deficit: Imports more than it exports	To interpret a range data (bar charts/pie charts) which shows top ten importers of Chinese goods and exporters to China and write supporting statements/ answer questions.	Why are imports vital to the Chinese economy?
5	To investigate and compare economic growth of the UK and China Skill: Collect, analyse and communicate a range of data	✓ EU is UKs largest trading partner: 45% of all of our exports go to the EU. ✓ Britain in is a trade deficit with EU (this means we import more than we export) 53% of our imports are from EU. ✓ We mostly trade services with rest of the world and are in a trade surplus for trade of services. (financial/advertising etc.) https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7851	Chn use a range of sources to research UK trade of goods and services in/out of the EU and compare with China.	How are China's and the UK's economy similar/ different?
6	To complete an assessment.	✓ Where is China? ✓ How many gorges does the Yangtze have? ✓ What is trade surplus and deficit? ✓ Compare trade between UK and China.	8 closed questions and one more developed answer.	How has China changed?

Y5 Geography: Spring 2: Tropics of Capricorn-Equator: Marine Biomes: Coral Reef

National Curriculum Expectations

- ✓ Name and locate countries, cities, geographical regions and identify their features
- ✓ Identify the position and significance of the Equator, northern/southern hemisphere and the Tropics of Cancer and Capricorn
- ✓ Use maps, atlases and digital mapping to locate areas and features
- ✓ Describe and understand physical geog, incl: climate zone and biomes

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary. ✓ China is a country in East Asia. It spans five geographical time zones and borders 14 different countries.	Define key vocabulary and use in geographical context in sentences. Define the word, write a synonym and write in sentences.	How can I explain my learning clearly using the fewest words?
2	To locate marine biomes https://prezi.com/s0jmnkquzvt/d/marine-biome/	✓ A biome is a natural area of plants and animals. ✓ The world is divided into lots of different biomes and they are all different depending on their climate. ✓ The marine biome covers about 70% of the earth. It includes oceans, coral reefs and estuaries. ✓ It is an important biome because it supplies the majority of the world's oxygen through its algae plants. ✓ The marine biome is the largest biome out there, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater. ✓ The Pacific ocean, Indian ocean, Atlantic ocean, Arctic Ocean and the Southern Ocean are all salt water marine biomes.	Locate the oceans of the world and therefore the Marine Biome.	Which Biome takes up most of the Earth and why?
3	To describe marine biomes https://prezi.com/p/nwyl9ktrdjh3/marine-biomes/	✓ Marine biomes are made up of three layers Euphotic Zone (where most life is), the Disphatic Zone (aome life) and Aphotic zone (where only animals and plants that have adapted to extreme and harsh conditions live). ✓ Climate: the temperature varies depending on location; the coldest part of the biome are in the North and South Poles. ✓ Over 1 million discovered species of animals and plants live in this biome.	Write a description of marine biomes including organisms and the layers.	What is the Marine Biome like?
4	To recognise the lines of latitude and longitude	✓ Latitude and Longitude are invisible lines that form a grid over the Earth. These lines help to create co-ordinates to locate a place. ✓ Latitude runs around the globe and longitude runs down the globe. Lines of latitude (also known as parallels) circle the Earth from east to west. ✓ These invisible lines are all the same distance apart. One line to the next is known as 1 degree. ✓ The equator is an important line of latitude. It is an imaginary line half way between the North and South Poles. Countries near to the equator are very hot as this is the Earth's closest point to the sun. ✓ The Tropic of Cancer lies at 23.5 degrees north and the Tropic of Capricorn lies at 23.5 degrees south of the Equator. ✓ The area of the Earth which lies between both of these lines is called the tropics.	On a globe, locate the tropics of Cancer and Capricorn and the equator.	How can I locate places accurately?
5	To explore a Marine Biome and understand human impact.	✓ The Great Barrier Reef is located on the tropics of Capricorn. ✓ The Great Barrier Reef is an area of the marine biome. It stretches over 3000km (1800 miles) along the Queensland coast, from near the southern town of Bundaberg, up past Cape York. ✓ It is the world's largest coral reef system. A coral reef is a living organism. ✓ The coral found in the reef is home to the largest number of plants and animals in the world, which rely on the coral to protect them from humans and other animals in the world. ✓ The human activity has in recent years led to the loss of large sections of reef. ✓ Climate change has resulted in underwater heatwaves which has meant large amounts of coral have died. ✓ Parts of the reef where commercial fishing is allowed has meant certain predatory fish have been reducing in numbers which has changed the balance of coral reef ecosystem. ✓ The loss of coral has resulted in loss of animal habitats and is endangering species. ✓ The condition of the Great Barrier reef is dropping.	Locate the Great Barrier Reef. Create a fact file on the Great Barrier Reef. How are humans damaging it?	Why is the Great Barrier Reef so important?
6	To complete an assessment.		8 closed questions and one more developed.	Will the Great Barrier Reef Survive?

Y5 Geography: Summer 1: Global Trade

National Curriculum Expectations

Describe and understand key aspects of human geography, including: trade links

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	1. Use globes and atlas to identify: 7 continents, 5 oceans, the UK and capital cities and countries in Europe. Discuss and locate counties in the UK. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What is global distribution?
2	To understand which natural resources are traded	- RECAP: trade means to exchange goods or services for money. Import means to buy these goods or services from another country. Export means to sell these goods or services from another country - A natural resource are kind of subrange which in their natural form is needed by humans. Many humans rely on natural resources e.g coal, iron, gold, diamonds, copper, coffee, cotton or natural gases. - Not every country has these resources which means they need to traded so people can get them - There is an uneven global distribution of natural resources e.g oil etc Oil is one of the most important natural resources in the world. The world consumes around 14 billion litres of oil each day.	https://www.rgs.org/schools/teaching-resources/natural-resources/ 1. Organise example cards into natural and non-natural resources, then discuss what resources are renewable. 2. Annotate a world map showing the distribution of natural resources	Why do we need to trade natural resources?
3	To understand the importance of oil in trade	- Oil is one of the most important natural resources in the world. The world consumes around 14 billion litres of oil each day. - Refined oil gives energy to transport but it is also very important in the production of plastics. - The distribution of global oil production and consumption are uneven. - Oil is a fossil fuel so it will run out, so many companies are considering other fuels which could be used instead	1. Interpret data and information about oil consumption and their uses. 2. Explain what the graphs show.	Why is the oil trade so vast?
4	To explore the advantages and disadvantages of the global trade of Palm oil	Palm oil is a natural resource which is found in certain trees in Indonesia and Gambia. - Palm oil is used by virtually every one of us in one for or another: In its basic form it is used in processed or prepare foods such as bread, cakes, breakfast cereals. Unlike oil from sunflowers or rape seed palm oil is valued because it is solid at room temperature and is cheap. https://www.geographypods.com/palm-oil-me.html - However palm oil affects the region it is from both negatively and positively https://www.bbc.co.uk/bitesize/guides/z3tttfr/revision/2	1. Host a debate about the pros and cons of using palm oil. 2. Independently, create a table with the advantages and disadvantages of using palm oil.	Is palm oil a problem?
5	To recognise why natural resources are limited	- Natural resources are extremely valuable because there is a limited supply. - Trading of these natural resources depends on complicated international trade relationships between countries. - Natural resources are a commodity which means they become very expensive and various scenarios can change the value of these natural resources and make the prices go up or down.	1. Interpret and data about the supply and demand of a specific natural resource - discuss inflation of prices. 2. Write about the changes in price to natural gas, include bar charts to illustrate. Focus on supply and demand.	Why does the price of natural resources vary?
6	To complete an assessment.	- What is trade? - Why is oil important? - Why are natural resources limited?	8 closed questions and one more detailed: What is the most valuable natural resource?	

Y5 Geography: Summer 2: Fieldwork and Geographical skills

National Curriculum Expectations

Observe, measure, record, present human/physical features in local area using a range of methods (sketch maps, plans and graphs and digital technologies).

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To explore the local economic activity in different settlements	- A settlement is a group or community of people who live in a certain place. - Settlements have different functions. Some settlements have serval functions like education, retail and industry. - There are many different types of settlements. We live in a city - a large town. - The type of settlement affects the services. Smaller settlements have low order services; they cost less money to run such as post offices, doctors and newsagents. Larger settlements have high-order services like leisure centres, department stores and hospitals.	Write down examples of low order and high order services in the area (use google maps if needed). Identify what contributes to London's economy the most.	What is the economy like in my local area?
3	To recognise services in the local area	- The Isle of Dogs is a densely built up district in North London. It is an urban area. Urban areas normally provide more services, such as leisure centres, hospitals and department stores. - These services can be categorised into social and cultural facilities, transportation, emergency services, housing, waste management, health care and economic opportunities.	Use digimaps to find the services available in the area. Collect the data and turn the services available in these categories into a pie chart.	What services are in my local area?
4	Field work To explore the human impact on our local area	Fieldwork is the practical work conducted by a researcher in the natural environment, rather than in a laboratory or office. - A geographical study is the study of land, features, inhabitants and the phenomena of Earth. - To carry out a geographical study you need to be clear about what you are trying the find out, just like with a science investigation. <u>Introduction</u> - the aim to the study. <u>Methodology</u> - a brief description of how and when you are going to collect the information. <u>Results</u> <u>Conclusion</u> - a summary of what's happened in the investigation.	Over the next few lessons, children will answer the question: Are people damaging the Isle of Dogs? Children write the introduction and methodology of their field study.	How are humans changing the local area?
5		- This field work is an in depth study of Millwall Park, Island Gardens DLR, Island Gardens and the Island Gardens Jetty - A map of the area shows the geographical features - jetty, River Thames, playing area, footpaths. - Humans have an impact on the local area. They change and affect the geography of an area - they can do this by creating litter.	Carry out field work study of Millwall Park and local area. Children create a table of results of litter survey and write a conclusion	
6	To complete an assessment.	Litter can vary in different areas. There are social, economic and environmental impacts of litter. - Children visit and do a litter survey. - What is a settlement? - What services are there? - How have humans impacted the area?	8 closed questions and one more developed answer.	

CWC Primary Academy Curriculum



YEAR 6 - Geography

2023-2024

Y6 Geography: Autumn 1: The UK and South America

National Curriculum Expectations

- ✓ Locate countries using maps; focus on South America
- ✓ Name and locate geographical regions and their key topographical features
- ✓ Understand human/physical similarities/differences of a region within UK and S.America
- ✓ Describe and understand key aspects of physical and human geography

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To locate countries and capitals of South America	✓ There are 7 continents (a continent is a large group of countries which are geographically close). ✓ South America is made up of 12 sovereign countries each with there own capital cities. ✓ Argentina - Buenos Aires; Bolivia - La Paz, Sucre; Brazil - Brasilia; Chile - Santiago; Colombia - Bogota; Ecuador - Quito; French Guiana - Cayenne; Guyana - Georgetown; Paraguay - Asuncion; Peru - Lima; Suriname - Paramaribo; Uruguay - Montevideo; Venezuela - Caracas.	Label a map of south America with the countries and capitals.	Why are world maps useful?
3	To use 6 figure grid references to locate cities in South America	✓ A four figure grid reference identifies the bottom left hand corner of a square on a map in the same way. ✓ Maps have vertical and horizontal line which create a grid that helps you to identify different places on the map. ✓ All the grid lines are numbered to help find specific areas on the map. ✓ Eastings are the numbers that run from left to right on the map (horizontal). ✓ Northings run from south to north (vertical). ✓ Using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference. ✓ Using six-figure grid references is great for pinpointing a particular feature accurately, but how do we know where in the country to begin looking?	On a map, locate the cities using 6 figure grid references and locate the six figure references of given cities.	How can I find a specific location on a map?
4	To generalise about the topography of South America	✓ Topography means the physical and human features of a country. ✓ Topography of South America is dominated by the Andes Mountains. ✓ There are three main topographical features the Andes, central lowland, and Brazilian and Guiana Highlands.	Create a labelled topographical map of South America using a provided outline	How can I represent mountains and cities on a map?
5	To identify the main geographical areas of Brazil.	✓ Brazil is the 5th largest country in the world. ✓ It is in the south eastern part of South America. ✓ The six major areas are the Amazon Basin, Pantanal, Cerrado, Caatinga, Atlantic forest and the Pampas. ✓ The Amazon Basin is a tropical rainforest. ✓ The Pantanal is a wetland area. ✓ The Cerrado is a savanna. ✓ The Caatinga is thorny scrubland. ✓ The Atlantic forest is a broad-leaved forest on the coast and includes deciduous trees. ✓ The pampas is fertile lowlands with a temperate climate. ✓ The Pampas is a temperate region. In the summer the temperature is 28 - 33 C. In winter it is 12 - 19 C. At night the temperature drops to -5 degrees. ✓ Rainfall in the Pampas is between 500mm and 1200mm with very intense thunderstorms. The most lightning, hailstorms and tornados outside the USA. ✓ Epsom Downs is a flat area to the west of London. In summer temperatures range from 18 - 25 C and in winter from 5 - 11 C ✓ Average rainfall in epsom is 658 mm annually with most falling in autumn months. ✓ Occasionally it may snow, but this is rare.	Label a map of Brazil, with groups.	Is Brazil all the same?
6	To compare the weather systems on the Pampas and the Epsom Downs		Research an area in groups and present to the class. Write a compare and contrast paragraph including statistics to compare the weather patterns.	
7	To complete an assessment.		8 closed questions and one more detailed.	Is it always hot in Brazil?

Y6 Geography: Autumn 2: Climate Zones and Biomes

National Curriculum Expectations

Describe and understand key aspects of physical geography, including: climate zones; biomes / vegetation belts; rivers/ water cycle; mountains volcanoes/ earthquakes,

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Use geographical vocabulary	- Some vocabulary relates specifically to its geographical context. - One specific word can make meaning in context very clear. - Use the most appropriate word makes meaning clear. - Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around if define the word, write a synonym and write it in sentences	How can I explain my learning clearly using the fewest words?
2	To understand and identify climatic zones Skill: Communicate geographical information Understand the processes that give rise to key physical and human geographical features of the world	- The earth is made up of climatic zones which affect the climate in a particular location. - Climate: the typical weather conditions over a long period of time. - A region's climate, together with its physical characteristics, determines its plant and animal life. - There are three main climatic zones,(tropical, temperate, polar) these can be broken into smaller zones. Tropical zone is located along the equator and between the Tropic of Cancer and Tropic of Capricorn. Temperate zone: cold/cool winters and warm summers. Polar zone: cold and dry with long dark winters.	Label a diagram of the Earth, identifying its climatic zones + write supporting statements.	Why isn't the weather the same in every country?
3	To name and locate major deserts Skill: Interpret a range of geographical sources Communicate geographical information	- A desert is a landscape which receives an average annual precipitation of less than 250mm. - Deserts occur in the arid zones (just above tropics) and polar zones. - Great Basin desert - located in Nevada USA. Hot and cold. - Sahara - largest hot desert - Antarctica - largest desert in the world - Gobi is located in Asia (NE China/S Mongolia) - Great Australian desert - known as the outback. Made up of lots of deserts. - Many deserts used to be oceans or rivers millions of years ago. Movement of tectonic plates creates mountains & dries oceans. - Erosion reveals different layers of rock (See Painted Desert) - Salt basins: water evaporates and leaves salt behind, humans sell this(Bolivia) - Natural sandstone rock pillars Sahara desert (Also see Richat Structure) - Sand dunes: a sand hill built by wind - Rock bridges: Caused by salt/wind/water erosion - Mesa: flat-topped mountain or hill (See Wadi Rum Desert - Jordan)	To locate and research and present findings of deserts by labelling a map of the world.	What is a desert?
4	To investigate desert ecosystems Skill: Communicate geographical information	- An ecosystem is defined as the interacting organisms in a particular environment - Desert ecosystems cover 25%-30% of the land on Earth. - Desert ecosystems have adaptations that allow them to survive the lack of rainfall and extreme temperatures. Species exist in the desert that do not exist elsewhere (See Mojave desert) - Animals in cold deserts are warm-blooded and larger than those found in hot deserts. - Although plant/animal life has adapted to desert life, many are living at their extreme limits	Create labelled food web explaining adaptations and interdependence of organisms in the Mojave Desert.	What is an effective ecosystem?
5	To understand land use in deserts and desertification Skill: Communicate geographical information	Natural resources: precious metals/stones, oil, salt are all mined/collected from deserts and traded - Energy: wind power / wind turbines, solar power - Recreational use: film making, sand boarding, rock climbing, star gazing - Testing: aircraft, bombs and military equipment. Desertification happens when a dry area becomes a desert and the land which people live/farm on becomes inhospitable. - Desertification is happening all over the world and is partly caused by human activity. - Hotter temperatures have led to prolonged drought and wildfires which creates expanding desertification. - The Great Green Wall initiative is an effort to restore 386,000 square miles across 20 countries in Africa	Research land use in deserts and present findings to the class. What is the Great Green Wall initiative in Africa?	In what ways are deserts useful to humans?
6	To complete an assessment.		8 closed questions and one more developed answer.	How can land change over time?

Y6 Geography: Spring 1: Climate Change

National Curriculum Expectations

- ✓ Name and locate physical/human characteristics, key topographical features of environmental regions,
- ✓ Understand the types of settlement and land use, economic activity incl. trade links/distribution of natural resources incl. energy, food, minerals, water.

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit Skill: Communicate geographical information.	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Define the word, write a synonym and write it in sentences.	How can I explain my learning clearly using the fewest words?
2	To understand the key aspects of climate change Skill: Analyse and communicate a range of data	✓ Climate is the average weather conditions over a period of time (usually 30years). ✓ Climate change happens all the time and is natural; weather and climate are almost never the same so there are always slight changes in climate. ✓ Recently, the climate has been changing due to human activity. ✓ Climate change was previously called 'global warming' or 'greenhouse effect'. Neither were accurate as not everywhere is predicted to get warmer and 'greenhouse' effect happens naturally as well as being due to human activity. (Certain gases get trapped in the atmosphere and trap heat, keeping the planet warm. Without these the planet would be approx 32' cooler). ✓ Human contribution to climate change is referred to as anthropogenic reasons. //www.geographyinthenews.org.uk/issues/issue-31/investigating-what-causes-climate-change/ks2/ ✓ Climate change means that our weather will become more extreme and unpredictable.	Use pictures and graphs to explore how the climate has changed and label differences.	What is climate change what does it look like?
3	To understand the processes which cause climate change Skill: Communicate geographical information.	✓ Emissions is where humans add more gases to the atmosphere (which also happens naturally). ✓ Co2 is added when we burn fossil fuels such as coal, gas and oil. Carbon from hundred of millions of years ago was locked away underground when living things became buried. ✓ We burn fossil fuels in our homes, power stations and petrol/diesel engines. The carbon from the fuel joins with oxygen to make CO2. ✓ Scientists drill deep into ice cores to measure the relationship between temperature and CO2 emissions. ✓ Methane (CH4) comes from a range of human activities. ✓ Waste products such as sewerage and food waste decompose and produce methane, farm animals produce a large amount of methane and flooded areas such as rice fields are also a big source of methane.	Draw a diagram which demonstrates 'greenhouse effect'. Write supporting paragraph using key vocabulary.	What is process causing climate change?
4	To understand how human activities cause climate change Skill: Communicate geographical information.	✓ Climate change mainly happens as a result of human activities. ✓ Human activities which affect the climate are burning fossil fuels, deforestation, dumping waste in landfill, and agriculture. ✓ Burning fossil fuels such as coal oil and gas create more CO2 in the environment. ✓ Mass agriculture creates methane which heats up the world (global warming) as we learnt in the previous lesson. ✓ Dumping waste in in a landfill site- when the waste decomposes, it produces methane. ✓ Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere. This creates a carbon sink.	Write a paragraph explaining the causes of climate change.	How do my actions impact the climate?
5	To investigate the consequences of climate change on a biome Skill: Communicate geographical information.	✓ Certain countries have physical characteristics which can increase their vulnerability to climate change (e.g. small island nations). ✓ Temperature rise: planet temperature has already increased by 1 degree but the arctic is warming much more than other areas - consequence is rising sea levels. If this continues, sea level could rise by 6m - many countries would be underwater - see map. https://www.geographyinthenews.org.uk/issues/issue-31/what-are-the-consequences-and-what-we-can-do-to-reduce-climate-change/ks2/ ✓ Increase in frequency and severity of storms/ heatwaves and droughts. Consequences: death of humans/ animals (see Australia/ Africa).	Investigate, research and present on how human actions are affecting different biomes. - rainforest; arctic; ocean; desert; taiga	What will happen if we don't take action on climate change?
6	To identify how humans are taking action on climate change Skill: Interpret a range of geographical sources	✓ As well as individuals having a negative impact, they can also be a part of the solution to combat climate change. https://www.edenproject.com/learn/schools/lesson-plans/climate-response ✓ Doers - Physical things you can do (recycling and planting more trees). ✓ Stoppers - making choices when you buy stuff. (zero waste shops). ✓ Learners - seek new knowledge and stay informed. (Extinction rebellion). ✓ Shouters -sharing what you care about (Greta Thunberg).	Pupils to consider how they can make a difference to the climate crisis and share ideas with peers. Present as a class discussion or in books.	Can an individual really have an impact on climate change?

Y6 Geography: Spring 2: Water Pollution

National Curriculum Expectations

- ✓ Locate the world's countries, using maps to focus on Europe, N&S America, concentrating on their environmental regions and key characteristics
- ✓ Understand the key aspects of physical geog, incl. biomes
- ✓ Understand the key aspects of human geog, incl. the distribution of natural resources
- ✓ Use maps, atlases, globes to locate countries and describe features studied

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around define the word, write a synonym/ sentences	How can I explain my learning clearly using the fewest words?
2	To understand what pollution is	✓ Pollution is anything that can cause changes to the environment ✓ There are 6 types of pollution: air pollution, noise pollution, water pollution, soil/contaminated land, light pollution and radiation. ✓ Air pollution - comes from factory emissions, wildfires/ dust storms, burning fossil fuels, cars, airplanes and lorries etc, volcanic eruptions. ✓ Noise pollution - factories, transport, loud music, construction works, siren/alarms. ✓ Water pollution - mining, fertilisers from farming, chemicals from factories, oil spills, untreated sewage. ✓ Soil pollution/contaminated land - mining, littering, farming, factories and manufacturing, land fill sites, illegal dumping of waste. ✓ Light pollution - street lights, industrial lights. ✓ Radiation - nuclear waste, mining, mobile phone and radios. ✓ Different aspects can cause pollution depending on where it is. ✓ Some pollution is a result on human behaviour and therefore it can be prevented.	Write a paragraph to explain, what pollution the different types of pollution and how it affects people's lives	What is pollution and what causes it?
3	To understand how global waste production creates pollution	✓ The amount and type of waste produced varies between countries. ✓ MEDC (more economically developed countries) have higher levels of consumption, so many produce more waste than LEDC (less economically developed countries) ✓ Ireland and the USA produce over 700 kg of waste per person per year. In LEDCs the figure is around 150 kg per person per year. ✓ This difference is due to different levels of consumption; it is also more common to reuse items in LEDCs.	Research which countries produced the most amount of waste. Create a graph and Write a summary of findings	Where is the most waste produced?
4	To recognise the impact of water pollution	✓ The ocean covers 70% of the Earth's surface. ✓ Pollution is becoming a large problem for oceans. ✓ 80% of pollution comes from land-based activities, resulting in the waste flowing into the sea. ✓ Fertiliser and pesticides leak into rivers and each year 8 million tonnes of plastic waste is dumped in the ocean. ✓ This amount of waste is set to double by 2025. ✓ Ocean plastic can harm marine life. Animals become entangled in fishing nets and plastic rings. Plastic is also accidentally eaten by many species.	Give each group of children pictures of pollution in the oceans. Children discuss how the pollution is affecting the animals in the picture.	How do humans affect oceans?
5	To understand the human impact on oceans	✓ Micro-plastics are particularly dangerous for animals. Small pieces of plastic such as straw easily get lodged into animals or eaten by larger animals. ✓ The rise in plastic has resulted in a huge amount of pollution. ✓ Today we are surrounded by more plastic than ever before. Plastic production has surged over the past 50 years, from 15 million tonnes in 1964 to 311 million tonnes in 2014, and is expected to double again over the next 20 years. ✓ Huge problem is single-use disposable items. Though used for just a few minutes, these will still be around in hundreds if not thousands of years. ✓ Only around 9% of plastic is recycled – but a huge amount ends up in our oceans. It's been reported that in the middle of the Pacific there's a huge area of plastic rubbish, twice the size of France, kept in place by the swirling currents Ecosystems are damaged by micro-plastics.	Use WWF - water pollution activities. Have reasons why straw might end up in the oceans. Then complete timeline about how a straw gets to the ocean.	Why is water pollution now such a big problem?
6	To complete an assessment.		8 closed questions and one more developed answer.	Can we reduce water pollution?

Y6 Geography: Summer 1: Air Pollution

National Curriculum Expectations

✓ Understand the key aspects of human geog. incl. the distribution of natural resources and trade

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To explore locational knowledge	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	1. Use globes and atlas to identify: 7 continents, 5 oceans, the UK and capital cities and countries in Europe. Discuss and locate counties in the UK. 2. Explore vocabulary using tangible examples, including: pictures, videos, acting out, maps and objects.	What is congestion?
2	To understand what air pollution is	✓ Air quality is about how healthy air we breathe is. ✓ Air is made up of "good" gases like oxygen that we need to breathe, "bad" gases like nitrogen dioxide that affect our health, and tiny particles like "dust". ✓ London, like many other European cities, has not yet reduced air pollution to healthy levels. In 1952, 4,000 people died in London during "the great smog" because there were no laws about air quality to protect people's health. ✓ Today, the London Mayor has a legal responsibility to improve air quality and make it healthier for Londoners to breathe. He has started using hybrid buses. ✓ Most air pollution in London comes from cars, vans and trucks, and heating our homes and buildings. This means that the way we travel and heat our buildings affects the quality of air we breathe.	1. Field work: Children carry out a traffic survey to see what is effecting the air in their area. E.g how many cars go by 2. Display results in a graph to find the peak times for pollution.	What is air pollution?
3	To understand how the local area is trying to tackle air pollution	✓ Air pollution affects our local area and can be dangerous to children. ✓ School Streets are a government initiative that have been introduced outside schools to reduce the amount of pollution particularly at the beginning and end of the school day. ✓ The aim of a school street is reduce congestion for children coming to school. ✓ ULEZ	1. Research the government initiative of School Streets. 2. Create a presentation about School Streets and if they are successful.	How can we reduce air pollution?
4	To understand the impact of air pollution	✓ Air pollution can have impacts on the environment, people's health and on the economy. ✓ <u>Health</u>: The dirty air can be trapped in our noses as we breath it in this causes irritation in our lungs which can cause illnesses. The quality of air effects people with asthma etc. ✓ <u>Environment</u>: Rain becomes acidic and destroys food sources and habitats. It makes our water sources dangerous. ✓ <u>Wildlife</u>: Animals are affected the same way we are. Smog/haze - created when sunlight encounters tiny pollution particles in the air. Haze is unattractive and reduces how far you can see in cities or parks. Physical damage to ecosystems that make land unattractive and uninhabitable. ✓ <u>Economy</u>: The economy thrives when people are healthy and businesses are running at full efficiency. Businesses are hurt when air pollution damages crops and forests that are needed to produce food and other products we need. When people get sick due to air pollution, they stay home instead of working for their business. It damages buildings, monuments, and statues and it costs money to repair them ✓ <u>Tourism</u>: People are less likely to travel to places.	1. Group research different areas of air pollution: health, environment, wildlife, economy and tourism. 2. Create a mind map about the different areas.	What is the problem with air pollution?
5	To understand the relationship between trade and air pollution	✓ The food we eat makes up about 30% of our carbon footprint. Global trade means more of our food is being imported which increases the amount of air pollution generated from aeroplanes etc. ✓ Vegetables for example have season in which they grow, before global trade we could not get things like strawberries out of season but now we import them. ✓ These miles are called food miles and means that food we are consuming is causing pollution ✓ The amount of planes being used affects the air pollution during the corona lockdown 2020 air pollution was seriously reduced due to less planes being used.	1. Compare food groups and where they come from, organise pictures into local food and international food. Discuss data of food miles and compare. 2. Research a recipe with various ingredients. Identify where they come from. Annotate and colour code a map.	Why do food miles matter to air pollution?
6	To complete an assessment.	✓	8 closed questions and one more developed answer: Is air pollution a necessity with trade?	

Y6 Geography: Summer 2: Fieldwork and Geographical skills

National Curriculum Expectations

- ✓ Use 8 points of compass and 4/6-figure grid references, symbols and key for UK/world.
- ✓ Observe, measure, record, present human/physical features in local area using a range of methods (sketch maps, plans and graphs and digital technologies).

Wk	Learning Objective	Key Knowledge	Outcomes	Learning Question
1	To understand and correctly use the set vocabulary for the unit	✓ Some vocabulary relates specifically to its geographical context. ✓ One specific word can make meaning in context very clear. ✓ Use the most appropriate word makes meaning clear. ✓ Use definitions from knowledge organisers of key vocabulary.	Define key vocabulary and use in geographical context in sentences. Have the widgets stuck in around define the word, write a synonym/ sentences	How can I explain my learning clearly using the fewest words?
2	To recognise geographical symbols on a map	✓ Ordnance Survey maps were first made for the military in the 1700s, but it wasn't until the early 20th century that they started work on the maps we might recognise today. ✓ These maps were all drawn and labelled by hand. ✓ These maps use symbols because you cannot annotate the map there is not enough room. Using symbols makes the map clearer: Symbols can be small pictures, letters, lines or coloured areas to show features like campsites, pubs or bus stations. ✓ Nowadays Ordnance Survey is the national mapping agency for Great Britain. They produce digital map data, online route planning and sharing services and mobile apps, plus many other location-based products for business, government and consumers.	Give children Ordnance survey maps (digi maps) label the different symbols using the key .	Why do maps use symbols?
3	To use 6 figure grid references to pinpoint areas on a map	✓ Maps have vertical and horizontal lines. These create a grid which helps you to identify different places on the map. ✓ All the grid lines are numbered to help find specific areas on a map. ✓ Eastings are the numbers that run from left to right on the map. ✓ Northings run from south to north. ✓ Using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference. ✓ This is the reference for the bottom left corner of a square on the map. This makes it easier to search the map for features. To read a map you must start with the eastings first (try using the phrase 'along the corridor and up the stairs' to get the right order). ✓ Using six-figure grid references is great for pinpointing a particular feature accurately, but how do we know where in the country to begin looking? ✓ The National Grid splits the country into much bigger squares (bigger than the ones on your map), each of which is 100km across! These squares can be identified using 2 letters (for instance – 'SK').	Use Ordnance Survey maps of the Isle of Dogs to pinpoint areas using the six figure grid reference.	Why do maps use grid references?
4	Field work To identify and develop a plan to improve an area of the Isle of Dogs further.	✓ A field work study is carried out like a scientific investigation to help answer a question. ✓ Field work studies need to have: ✓ <u>Introduction</u> - an aim to the study. ✓ Methodology - a brief description of how and when you are going to collect the information ✓ <u>Results</u> - presentation of results ✓ Conclusion - what you have discovered.	Children to assess a local map and identify and available space locally to develop for the good of the community.	How can the Isle of Dogs area serve it's community further through use of available space?
5		Children complete their fieldwork on the Isle of Dogs		
6		✓ A field work study is carried out like a scientific investigation to help answer a question. ✓ Field work studies need to have: ✓ <u>Introduction</u> - an aim to the study. ✓ Methodology - a brief description of how and when you are going to collect the information ✓ <u>Results</u> - presentation of results ✓ Conclusion - what you have discovered.	Complete methodology, results, presentation and conclusion of fieldwork study	