

Kingsdown and Ringwould CEP School - Geography Long Term Plan  
Please click each unit to see what knowledge and skills are taught within.

Year	Autumn Term	Spring Term	Summer Term
R	<a href="#"><u>Understanding the World</u></a>	<a href="#"><u>Understanding the World</u></a>	<a href="#"><u>Understanding the World</u></a>
1	<a href="#"><u>Safari</u></a> <a href="#"><u>What is it like on safari?</u></a>	<a href="#"><u>The Arctic</u></a> <a href="#"><u>What is it like in the Arctic?</u></a>	<a href="#"><u>Local Area</u></a> <a href="#"><u>What is the geography of where I live?</u></a>
2	<a href="#"><u>Around the World</u></a> <a href="#"><u>Where in the world would I like to visit?</u></a>	<a href="#"><u>Mexico</u></a> <a href="#"><u>How does Kingsdown compare with Tocuaro?</u></a>	<a href="#"><u>Seaside</u></a> <a href="#"><u>Why do we like to be beside the seaside?</u></a>
3	<a href="#"><u>Italy</u></a> <a href="#"><u>Why is Italy a popular tourist destination?</u></a>	<a href="#"><u>Extreme Earth</u></a> <a href="#"><u>Why do some natural disasters cause more damage than others?</u></a>	<a href="#"><u>Local Area</u></a> <a href="#"><u>What geographical features encouraged people to settle in Kingsdown?</u></a>
4	<a href="#"><u>Scandinavia</u></a> <a href="#"><u>Would you rather live in Norway or the U.K?</u></a>	<a href="#"><u>Sustainability</u></a> <a href="#"><u>How can we live more sustainably?</u></a>	<a href="#"><u>U.K. Geography – Go Outdoors</u></a> <a href="#"><u>What makes a successful Geographer?</u></a>
5	<a href="#"><u>Brazil</u></a> <a href="#"><u>How diverse is the physical and human geography of Brazil?</u></a>	<a href="#"><u>Biomes</u></a> <a href="#"><u>Why are rainforests so wet and deserts so dry?</u></a>	<a href="#"><u>The United Kingdom</u></a> <a href="#"><u>What are the human and physical features of the geography of the U.K?</u></a>
6	<a href="#"><u>Water</u></a> <a href="#"><u>Why is the River Thames so famous?</u></a>	<a href="#"><u>Japan (mountains)</u></a> <a href="#"><u>What makes Japanese culture so appealing to others?</u></a>	<a href="#"><u>Japan (earthquakes and volcanoes)</u></a> <a href="#"><u>How does Japan respond to volcanic eruptions, earthquakes and tsunamis?</u></a>

**Term 1 and 2: Understanding the World - Past and present – People, Culture and Communities, The Natural World**

**See continuous provision plan for other Understanding the World learning opportunities**

<p><b>Hook session/cross curricular learning</b>  <b>Hook</b> - Secret tour of our new school and Harvest festival celebration.  <b>Communication language and Literacy</b> – Talking about their family, new school and their favourite part of the school/classroom – link to technology taking photos for their L.  <b>Technology</b> – Taking picture of their favourite place in school and explaining why it is their favourite. Sharing photos of their special places outside of school – share on DB primary.  <b>Expressive Arts and Design</b> – We are going on a Tiger hunt – exploring different places in outside area to find Tufty the Tiger – creating a map.  Mixed media – paper plate self-portraits and family pictures.  <b>Outdoor learning</b> – exploring the outdoor areas around the school. Making bird feeders, leaf art.</p>	<p><b>Key texts to support and extend, learning, vocabulary and understanding:</b></p> <p>Percy and the Park Keeper series (links to British animals and weather)  Oliver’s Vegetables (links to healthy eating, harvest festivals where food comes from)  Oliver’s Fruit Salad (links to healthy eating, harvest festivals where food comes from)  Same but Different too  Colour Monster goes to School  Me and My Family</p>	
<p>Comment on images of the past  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Talk about members of their immediate family and community.</b>  <b>Understand that some places are special to members of their community.</b>  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Draw information from a simple map.  <b>Explore the natural world around them.</b>  <b>Describe what they see, hear and feel whilst outside.</b>  Recognise some environments that are different from the one in which they live.  Understand the effect of changing seasons on the natural world around them.</p>
<p><b>Theme –</b>   Remembrance</p>	<p><b><u>Me, my family and my new school</u></b>  <b>Key vocabulary:</b>  School office, corridor, classroom, hall, bark area, field, allotment pond area, rules, assembly, family, similar, different, parents, friends, community, church, other groups such as Rainbows/sports clubs.  Address, house, flat, bungalow, post box, church, Deal, Kingsdown, journey, map.</p> <p><b>I know</b> the names of different places in my school and I can find some of them.  <b>I know</b> that I am part of different communities.  <b>I know</b> that families are all different.  <b>I can</b> talk about my family and new school community.</p> <p>Festivals and Celebrations this term – Diwali, Bonfire night, Christmas</p>	<p><b><u>Theme - Seasons (ongoing throughout the year) – Autumn/Winter focus</u></b>  <b>Key vocabulary:</b>  Trees, leaves, conker, acorn, pine cone, pumpkin, apple, pear, nuts, crunchy, falling, colours (such as red, orange, yellow, brown), wind, rain, cold, jumper, coat, harvest, crops, hedgehog, squirrel.  Hibernate, store, rustling, swirling, tumbling, describe the shade of different colours (dark, light, bright, deep), season, cool breeze, lower temperature, special events (such as Diwali, Halloween, Bonfire Night). Senses</p> <p><b>I know</b> there are 4 seasons, Spring, Summer, Autumn and Winter  <b>I know</b> how to spot the signs of Autumn and Winter – using my 5 senses.  <b>I know</b> why we celebrate harvest festival – links to where food comes from (food chosen by the children)  <b>I can</b> understand and talk about seasonal changes that occur in Autumn and Winter.</p>

**Term 3 and 4: Understanding the World - Past and present – People, Culture and Communities, The Natural World**

**See continuous provision plan for other Understanding the World learning opportunities.**

<p><b>Hook session/cross curricular learning</b>  <b>Hook</b> – We find a box in class – it has a story with puppets and some pictures from another country. We need to investigate!  <b>Communication and Language</b> – We can talk about Chinese New Year and use some new vocabulary.  <b>PSED</b> – Caring for our world – local area classroom – keeping our school clean – litter pickers? Weekend Beach clean?  <b>Literacy</b> – We can retell the story of Chinese New Year.  <b>Expressive Arts and Design</b> – Listening to Chinese music and recreating with our musical instruments. Making decorations, lanterns and dragon dancing.  <b>Understanding the World</b> – Library visit – travelling on a bus (Deal or Dover?)</p>	<p><b>Key texts to support and extend, learning, vocabulary and understanding:</b></p> <p>What do people do all day?  The Great Race  Big and Busy: Where things come from.  George Saves the World by Lunchtime by Jo Readman  Wonderful Earth – Nick Butterworth and Mick Inkpen  The Trouble with Dragons by Debi Gliori  Traditional stories from around the World</p>	
<p>Comment on images of the past  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about members of their immediate family and community.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Draw information from a simple map.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand the effect of changing seasons on the natural world around them.</p>
	<p><b>Chinese New Year</b> –  <b>Vocabulary</b> – Investigate, China, Chinese, country, Zodiac, Emperor, chop sticks, lucky, red, gold, celebration, festival, fireworks, tradition, good luck, spring rolls, lanterns, language.  <b>I know</b> how people in China celebrate new year.  <b>I know</b> China is a country and can find it on a globe/map with support.  <b>I know</b> Chinese people speak in a different language.  <b>I can</b> talk about some key similarities and differences between UK and China. (Celebrations- stories – language – clothes)  <b>Important people in our community</b>  <b>Vocabulary</b> -  <b>I know</b> that people have different jobs  <b>I know</b> that my community is made up of many different people.  <b>I can</b> talk about why people have different jobs.</p>	<p><b>Wonderful Earth</b>  <b>Vocabulary</b> -Earth, countries, land, ocean, rivers, lakes, bridges, beach, mountains, field, forest, climate,  <b>I know</b> about some geographical features of UK – lands, oceans, climate, wildlife  <b>I know</b> the names of some countries.  <b>I know</b> different countries have different geographical features – compare UK to a chosen county.  <b>I can</b> compare the UK with a chosen country  <b>Caring for Our World</b>  <b>Vocabulary:</b> Eco friendly, litter, recycle, reuse, wasting, energy, climate, melting, pollution, paper, plastic, glass, metal, compost, rivers, plants, animals.  <b>I know</b> that we need to look after our world.  <b>I know</b> some things that we can do to look after our world.  <b>I know</b> how to recycle/reuse and save water/energy.  <b>I can</b> talk about how I can care for my local area.  <b>Season focus - Winter to Spring</b></p>

See separate plan for continuous provision opportunities links to UtW

**Term 5 and 6 : Understanding the World - Past and present – People, Culture and Communities, The Natural World**

**See continuous provision plan for other Understanding the World learning opportunities**

**Hook session/cross curricular learning**

**Hook** – We find a bag full of explorer’s things, map, binoculars, etc Book about Ernest Shackleton.

- Expressive Arts and Design – Creating maps using a variety of media
- Literacy – Book exploring different environments – fiction and non-fiction.
- Outdoor learning – visiting the woods and the beach to compare.
- Listening to music from around the World – recreating with instruments.
  
- PSED – exploring the feelings of the characters – growth mind-set – determination Ernest Shackleton.

**Key texts to support and extend, learning, vocabulary and understanding:**

- Little People Big Ideas – Ernest Shackleton
- Handa’s Surprise -
- Rhino’s Great Big Itch Natalie Chivers
- The Ugly Five/ The Snail ad the Whale – Julia Donaldson
- Here comes the Crocodile – Kathryn White & Michael Terry
- The Selfish Crocodile – Faustin Charles and Michael Terry
- 3 Go to London – M&S books
- Lost and Found – Oliver Jeffers
- Commotion in the Ocean – Giles Andreae & David Wojtowycz
- Around the World with Mac and Lemon – Twinkl book

Comment on images of the past  
 Comment on images of familiar situations in the past.  
 Compare and contrast characters from stories, including figures from the past.

Talk about members of their immediate family and community.  
 Understand that some places are special to members of their community.  
 Recognise that people have different beliefs and celebrate special times in different ways.  
 Recognise some similarities and differences between life in this country and life in other countries.

Draw information from a simple map.  
 Explore the natural world around them.  
 Describe what they see, hear and feel whilst outside.  
 Recognise some environments that are different from the one in which they live.  
 Understand the effect of changing seasons on the natural world around them.

**Hook session/cross curricular learning**

**Around the World – fiction and non-fiction books**  
**Key vocabulary:**  
**Compare, similar, same, different, climate, hot, cold, - incorporating all new vocabulary.**  
**I know** that about life in different countries from stories and photographs.  
**I know** about my local environment.  
**I know** how to compare different environments.  
**I can** talk about the world around me and make simple comparisons between different environments.

**We are Explorers – Exploring maps**  
**Key vocabulary:**  
**Explorer, journey, travel, expedition**  
**I know** that a map is a drawing that helps us to understand a place (the world, our town, zoos, museums etc).  
**I know** that maps tell us about the geographical features of a place.  
**I know** that Ernest Shackleton was a famous explorer.  
**I can** read a map and create my own.

**Season Focus – Spring - Summer**

See separate plan for continuous provision opportunities links to UtW

**Year 1 Term 1: Safari**  
**What is it like on a safari?**

**Links to previous learning:**

EYFS - Understanding the World: People and communities. Building on knowledge about similarities and differences between themselves and others, and among communities.

Understanding the World: The world: Building on knowledge about similarities and differences in relation to places, objects and how environments might vary from one another. They make observations of animals and explain why some things occur, and talk about changes.

**Lesson 1 – Where is a safari in Kenya?**

**Key vocabulary:**

Kenya, Africa, safari, globe, explore

**I know** where Africa is.

**I know** where Kenya is.

**I know** what a safari is.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**Lesson 2 – What is the climate in Kenya?**

**Key vocabulary:**

Africa, Kenya, safari, hot, cold, equator, wet, dry

**I know** what ‘climate’ means.

**I know** what the climate is in Kenya.

**I know** a difference between the climates of Kenya and the U.K.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and a contrasting non-European country.

**I can** use a globe and map.

**Lesson 3 – What are some of the landscapes of Kenya?**

**Key vocabulary:**

beaches, mountains, volcanoes, savannah, valleys, cities, towns, villages

**I know** what a ‘landscape’ is.

**I know** two human and two physical features.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use basic geographical vocabulary to refer to key physical and human features.

**Lesson 4 – What animals are present in Kenya and where do they live?**

**Key vocabulary:**

rhinoceros, giraffe, leopard, elephant, grass, water, trees, rocks

**I know** there are animals present in Kenya.

**I know** the key physical features in Kenya that the animals live near.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use basic geographical vocabulary to refer to key physical features.

**Lesson 5 – What is directional language?**

**Key vocabulary:**

up, down, left, right, symbol, map

**I know** what symbols are.

**I know** how to use directional language.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use picture maps.

**I can** use symbols on a map.

**I can** use directional language.

**Lesson 6 – What are some differences between the UK and Kenya?**

**Key vocabulary:**

savannah, countryside, London, Nairobi, Kenyan village, English village

**I know** three differences and similarities between Kenya and the UK.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and a contrasting non-European country.

**Year 1 Term 3: The Arctic**  
**What is it like in the Arctic?**

**Links to previous learning:**

EYFS- Understanding the World: People and communities. Building on knowledge about similarities and differences between themselves, others and among communities.

Understanding the World: The world: Building on knowledge about similarities and differences in relation to places, objects and how environments might vary from one another. They make observations of animals and explain why some things occur, and talk about changes.

**Lesson 1 – Where is the Arctic Circle?**

**Key vocabulary:** Arctic, equator, globe, Norway, Sweden, North Pole, South Pole

**I know** where the Arctic Circle is.

**I know** facts about the Arctic Circle.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use a globe/map.

**Lesson 2 – What countries are in the Arctic circle?**

**Key vocabulary:** Arctic, equator, globe, Norway, Sweden, North Pole, South Pole

**I know** where the Arctic Circle is.

**I know** two countries in the Arctic Circle.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use a globe/map.

**I can** understand the location of cold areas of the world in relation to the Equator and the North and South Poles.

**Lesson 3 – What is the climate of the Arctic?**

**Key vocabulary:** Arctic, snowy, windy, cloudy, Spring, Summer, Autumn, Winter

**I know** the weather can change in the Arctic.

**I know** the weather is different in different parts of the world.

**I know** three different types of weather in the Arctic.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

**Lesson 4 – What are some physical features of the Arctic?**

**Key vocabulary:** Arctic, mountains, hills, iceberg, glacier, river

**I know** what a ‘physical feature’ is.

**I know** three physical features found in the Arctic.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can use** basic geographical vocabulary to refer to key physical.

**I can** understand key physical features.

**Lesson 5 – What animals are present in the Arctic and where do they live?**

**Key vocabulary:** Arctic, ocean, land, mountains, polar bear, puffin, whale, camouflage

**I know** three animals are that are present in the Arctic.

**I know** the key physical features in the Arctic that the animals live on.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use basic geographical vocabulary to refer to key physical features.

**Lesson 6 – What are the differences between London and Sisimiut?**

**Key vocabulary:** Greenland, Sisimiut, Bridge, boat, house, Arctic Circle

**I know** three human features of towns and cities in the Arctic.

**I know** the difference between human and physical features in the Arctic.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use basic geographical vocabulary to refer to key human features.

**I can** draw picture maps of imaginary places and from stories.

**I can** draw around objects to make a plan.

**Year 1 Term 5: Our local area**

**Where do we live?**

**Links to previous learning:**

EYFS- Understanding the World: People and communities. Building on knowledge about similarities and differences between themselves and others, and among communities.

Understanding the World: The world: Building on knowledge about similarities and differences in relation to places, and objects and how environments might vary from one another. They make observations of animals and explain why some things occur, and talk about changes.

**Lesson 1 – What are the countries and capital cities of the United Kingdom?**

**Key vocabulary:** United Kingdom, England, Scotland, Northern Ireland, Wales, Belfast, Edinburgh, Cardiff, London

**I know** the countries of the United Kingdom.

**I know** the capital cities of the United Kingdom.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** name and locate characteristics of the four countries and capital cities of the United Kingdom.

**Lesson 2 – What are some characteristics of the countries in the UK?**

**Key vocabulary:** English flag, Welsh flag, Scottish flag, Northern Ireland flag, rose, thistle, daffodil, shamrock.

**I know** two characteristics of each of the countries in the United Kingdom.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** name and locate characteristics of the four countries and capital cities of the United Kingdom.

**Lesson 3 – What are the surrounding seas of the UK?**

**Key vocabulary:** Irish Sea, North Sea, Atlantic Ocean, English Channel.

**I know** the names of the seas surrounding the U.K.

**I know** the location of the seas surrounding the U.K.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** name and locate the surrounding seas of the U.K.

**Lesson 4 – What village is our school in?**

**Key vocabulary:** Kingsdown, England, United Kingdom, church, house, road, woods, beach

**I know** what village our school is in.

**I know** two human and physical features of Kingsdown.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** understand key human and physical features of the schools surrounding environment.

**I can** use aerial images to recognise landmarks and physical features.

**Lesson 5 – What human and physical features do we have in our school grounds?**

**Key vocabulary:** woods, school, shed, playground, field

**I know** the geography of the school.

**I know** the key human and physical features within our school's grounds.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** study the geography of the school and key human and physical features of its surrounding environment.

**I can** use simple fieldwork and observational skills.

**I can** use a simple picture map to move around the school.

**Lesson 6 – What is our school environment like?**

**Key vocabulary:** see, hear, touch, Kingsdown, school

**I know** what observational skills are.

**I know** how to carry out an observation.

**I can** ask and respond to simple closed questions such as answering geographical questions.

**I can** use simple fieldwork and observational skills.

**Year 2 Term 2: Around the World**  
**Where in the world would I like to visit?**

**Links to previous learning:**

EYFS- Understanding the World: The world: To know about similarities and differences in relation to places, and objects and how environments might vary from one another.

Y1 – building on an understanding of different places from around the world, such as Kenya and the Arctic. Children know about their own locality and can begin to compare the UK to different places.

**Lesson 1 – Where is France and what can you do there?**

**Key vocabulary:** continents, Great Britain, U.K., country, France, Eiffel Tower, flag, food, Mona Lisa  
**I know** where France and the UK are.  
**I know** what the French flag is like.  
**I know** that the Eiffel Tower is in France.  
**I can** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied,

**Lesson 2 – What is it like in China?**

**Key vocabulary:** continent, country, Asia, China, questions, Great Wall of China, Mount Everest  
**I know** that China is in Asia.  
**I know** some places that can be visited in China (The Great Wall of China, Terracotta Army and Mount Everest).  
**I know** the types of food eaten in China.  
**I can** ask and answer geographical questions. (Such as: What is this place like? What or who will I see in this place? What do people do in this place?)

**Lesson 3 – What is it like in Australia?**

**Key vocabulary:** Australia, country, continent, Australian dollars, flag, Union Jack, aboriginal, Ayers Rock, Sydney Opera House, animals, flag, Bondi Beach, human features, geographical features  
**I know** that British people helped to ‘settle’ Australia.  
**I know** that the aboriginals were in Australia first.  
**I know** some of the place in Australia that can be visited.  
**I can** ask and answer geographical questions.  
**I can** recognise some human and physical features.

**Lesson 4 – Where can I find animals in Africa?**

**Key vocabulary:** country, continent, wild animals, coordinates, grid references  
**I know** how to give coordinates for a given point.  
**I know** some of the wild animals that live in Africa.  
**I know** where the continent of Africa is.  
**I can** use simple grid references.

**Lesson 5 –Where is each state in the U.S.A?**

**Key vocabulary:** country, continent, compass, north, south, east, west, states, locate  
**I know** where the continent of America is and that there is North and South America.  
**I know** North America is divided into states.  
**I know** the points of a compass.  
**I can** use compass directions to describe the location of features and routes on a map.

**Lesson 6 – What is it like in Brazil?**

**Key vocabulary:** country, continent, rainforest, features, Amazon River, location, describe  
**I know** features of Brazil.  
**I know** where Brazil is and can locate it on a map.  
**I know** the Amazon River runs through Brazil.  
**I can** find out information from different sources.



**Year 2 Term 4: Mexico**  
**How does Kingsdown compare with Tocuaro?**

**Links to previous learning:**

EYFS- Understanding the World: People and communities. Building on knowledge about similarities and differences between themselves and others, and among communities.

Understanding the World: The world: Building on knowledge about similarities and differences in relation to places, and objects and how environments might vary from one another.

Y1 – Building on children’s understanding of different places from around the world, such as Kenya and the Arctic. Children know about their own locality and can begin to compare the UK to different places.

**Lesson 1 – Where is Mexico and how would I get there?**

**Key vocabulary:** continents, country, Mexico, journey, ocean, food, language

**I know** which ocean I will cross to travel from the UK to Mexico (Atlantic).

**I know** how to travel to Mexico from the U.K.

**I know** some features of Mexican culture – like some food.

**I can** use different sources of information for geographical enquiry.

**Lesson 2 – What do we know about Mexico and what do we need to find out?**

**Key vocabulary:** country, Tocuaro, questions, research, comparing, village

**I know** that Tocuaro is a Mexican village.

**I know** how to find out about different places.

**I know** that asking questions will help my learning.

**I can** ask and answer geographical questions (such as: What is this place like? What or who will I see? What do people do in this place?)

**Lesson 3 – Where is Mexico?**

**Key vocabulary:** Tocuaro, equator, weather, compare, Kingsdown, Deal, country, continent

**I know** where Mexico is on a map.

**I know** that Mexico is above the equator.

**I know** that the countries closer to the equator are warmer.

**I can** use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied.

**Lesson 4 – What can I find in Tocuaro?**

**Key vocabulary:** key, locate, map, compass directions, buildings, feature, compare, shops, home, church

**I know** maps help us locate places.

**I know** how to use a key.

**I know** some true features of Tocuaro that I can use on a map.

**I can** devise a simple map.

**Lesson 5 – What else can I find out about Tocuaro?**

**Key vocabulary:** country, continent, Google Earth, explore, village, community, human features, physical features, church, aerial images

**I know** what a human and physical feature is.

**I know** how to use aerial images to find information.

**I know** some features of Tocuaro that I can name (water tower, bull ring, shops, school, church).

**I can** use aerial images and plan perspectives to recognise landmarks and basic physical features.

**Lesson 6 – How does Tocuaro compare with Kingsdown?**

**Key vocabulary:** country, homes, food, language, buildings, human and geographical features, beach, village, weather

**I know** that Kingsdown and Tocuaro are both villages.

**I know** the languages spoken in Kingsdown and Tocuaro.

**I know** what the weather is like in Kingsdown and Tocuaro.

**I can** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non- European country.

**Year 2 Term 6: Seaside**  
**Why do we like to be beside the seaside?**

**Links to previous learning:**

EYFS- Understanding the World: People and communities. Building on knowledge about similarities and differences between themselves and others, and among communities.

Understanding the World: The world: Building on knowledge about similarities and differences in relation to places, and objects and how environments might vary from one another.

Y1 – Building on understanding of the UK and their own locality including the characteristics of the different countries of the UK and our village location.

**Lesson 1 – What types of holidays can we go on?**

**Key vocabulary:** beach, coast, forest, hill, mountain, countryside, seaside, city, town, village, farm

**I know** different types of holiday (countryside, seaside, beach).

**I know** activities that can be done in each type of destination.

**I know** how to locate places on a map or atlas.

**I can** use geographical vocabulary to refer to key human and physical features.

**Lesson 2 – Where would you like to go on a beach holiday?**

**Key vocabulary:** city, town, village, coastal, rural, beaches, features, destinations, brochure, sources

**I know** some coastal/beach towns.

**I know** features that can be found at beaches.

**I know** how to use different sources to find out information.

**I can** identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

**Lesson 3 – What are the human and physical features at the beach?**

**Key vocabulary:** beach, human features, physical features, geographical features, cliffs, pier, groynes

**I know** some human features at Kingsdown beach e.g. groynes.

**I know** some physical features at Kingsdown beach e.g. cliffs.

**I know** what makes a good beach.

**I can** use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

**Lesson 4 – How can you keep safe at the beach?**

**Key vocabulary:** lifeguards, flags, dangers, surfers, watercraft, swim, safety

**I know** that lifeguards help keep people safe.

**I know** that a red flag means not to swim in the water.

**I know** some of the dangers that can be found at the beach.

**I can** use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

**Lesson 5 – What is a lighthouse for?**

**Key vocabulary:** Grace Darling, RNLI, shipwreck, lighthouse, famous, chronology, beacon, navigate

**I know** that Grace Darling was a lighthouse keeper's daughter who helped rescue people.

**I know** a lighthouse is a beacon to help navigate at sea.

**I know** a lighthouse is a human feature and can explain why.

**I can** use geographical vocabulary to refer to key human and physical features.

**Lesson 6 – How were holidays at the beach different in the past?**

**Key vocabulary:** past, present, changes, compare, human features, physical features, weather

**I know** that there has been an increase of human features at beaches/seasides over time – shops, cafes, hotels.

**I know** which features of the beach have stayed the same – sand, pebbles.

**I know** why some people enjoy beach holidays – sea, weather, features.

**I can** ask and answer geographical questions.

**Year 3 Term 2: Italy**  
**Why is Italy a popular tourist destination?**

**Links to previous learning:**

Y1 – Building on the local area study. They know about their own locality and thus will be able to compare parts of England to Italy and discuss this at depth.  
 Y2 – Building on around the world by giving children the knowledge to make well-reasoned decisions for why they might like to visit a location.

**Lesson 1 – What do I know about Italy?**

**Key vocabulary:** Italy, capital city, population, language, currency, government, democracy, Italian, Euro

**I know** that Italy is a country in Europe.

**I know** the capital city of Italy.

**I can** begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information.

**Lesson 2 – Where is Italy?**

**Key vocabulary:** country, continent, capital city, hemisphere, North, South, East, West, volcano, island  
**I know** where Italy is on a map of Europe.

**I know** what the surrounding countries of Italy are called.

**I know** the four compass points.

**I can** locate Italy on larger scale map. Begin to use junior atlases and internet map sites.

**Lesson 3 – What is Rome famous for?**

**Key vocabulary:** landmarks, tourists, tourism, economy, colosseum, Trevi fountain, Pantheon, St. Paul’s Basilica, Vatican City

**I know** the human features of Rome.

**I know** some tourist attractions in Rome.

**I know** that human and physical features can attract tourists to an area.

**I can** use a range of resources to identify the key human features of a location. Use NF books, stories, atlases, pictures/photos and internet as sources of information.

**Lesson 4 - What is the food and culture of Italy?**

**HOOK DAY- see topic highlights page and photos on the network**

**Key vocabulary:** currency, population, religion, language, Euro, traditions, festivals, holidays, Venetian

**I know** what human geographical features are.

**I know** some aspects of the human geography of Italy.

**I know** how human features can contribute to national identity.

**I can** use a range of resources to identify the key physical and human features of a location.

**I can** describe key aspects of human geography, including settlements and land use.

**Lesson 5 – What are the similarities and differences between North and South Italy?**

**Key vocabulary:** climate, farming, trade, mountains, tourism, weather

**I know** how life is different in the north and south of Italy based on its physical and human features.

**I can** describe geographical similarities and differences between areas.

**I can** explain my own views about locations, giving detailed reasons.

**Lesson 6 – Why is Italy a popular tourist destination?**

Children plan and create a holiday brochure for Rome using knowledge from the term.

**Key vocabulary: recap weeks 1-4**

**Knowledge: application of learning from weeks 1-4**

**Year 3 Term 4: Extreme Earth**

**Why do some natural disasters cause more damage than others?**

**Links to previous learning:**

Y1 – Building on globe and locational knowledge from The Arctic topic. Children understand what a physical feature is and can draw links to this.

Y2 – Building on locational knowledge from around the world by understanding that different countries have different physical geography (where volcanoes are located)

**Lesson 1 – What is a natural disaster?**

**Key vocabulary:**

natural disaster, extreme weather, volcanoes, earthquakes, tsunamis, landslides, seismic activity, floods, heat waves, hurricanes, tornadoes, wildfires, thunderstorms

**I know** the meaning of natural disaster.

**I know** the difference between natural disaster and extreme weather.

**I know** the different layers that make up the Earth.

**I can** begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Describe key aspect of physical geography.

**Lesson 2 – How do volcanoes form?**

**Key vocabulary:**

tectonic plates, active, dormant, extinct, mountains, volcanoes

**I know** what tectonic plates are.

**I know** how volcanoes and mountains are formed.

**I know** what the terms active, dormant and extinct mean.

**I can** begin to ask/initiate geographical questions.

**I can** describe key aspects of physical geography.

**Lesson 3 – Why do people live near volcanoes?**

**Key vocabulary:**

volcanoes, active, dormant, extinct, Ring of Fire, Hawaii, Iceland, volcanologists

**I know** that 450 out of 1500 volcanoes are located on the 'Ring of Fire'.

**I know** that active volcanoes are more likely to erupt.

**I know** that there are positives and negatives of living near a volcano.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** describe key aspects of physical geography.

**Lesson 4 – What damage can earthquakes cause?**

**Key vocabulary:**

earthquakes, Richter scale, tectonic plates, Mercalli scale, seismograph, magnitude

**I know** what causes earthquakes.

**I know** different ways of measuring earthquakes.

**I know** that earthquakes can cause differing levels of damage depending on the magnitude.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** describe key aspect of physical geography.

**Lesson 5 – What damage can tsunamis cause?**

**Key vocabulary:**

tsunami, earthquake, tectonic plates, vibrations, plate movement

**I know** where the word 'tsunami' originates from.

**I know** what causes a tsunami.

**I know** that the wave increases in size as it gets closer to land.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** describe key aspect of physical geography.

**Lesson 6 – What damage can tornadoes cause?**

**Key vocabulary:**

tornado, vortex, dust, debris

**I know** how tornadoes form.

**I know** how the location of tornadoes differs from other disasters.

**I know** that tornadoes are created by weather currents and not plate tectonics.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** describe key aspect of physical geography.

**Year 3 Term 6: Local Study**

**What geographical features encouraged people to settle in Kingsdown?**

**Links to previous learning:**

Y1 – Building on the local area study to understand in greater depth the physical and human features in Kingsdown.

Y2 – Building on the seaside topic by allowing the children to make well-reasoned opinions for why people settled in Kingsdown.

**Lesson 1 – What are the physical and human geographical features of Kingsdown?**

**Key vocabulary:**

physical geography, human geography, sea, woods, cliffs, beach, hills

**I know** the difference between human and physical features.

**I know** the human features of Kingsdown.

**I know** the physical features of Kingsdown.

**I can** begin to ask/initiate geographical questions. Use a range of resources to identify the key physical and human features of a location. Begin to identify features on aerial/oblique photographs.

**Lesson 2 – Why did early settlers move to Kingsdown?**

**Key vocabulary:**

population, settlement, settlers, physical and human features.

**I know** features that attracted settlers to Kingsdown in the past.

**I know** features that attract people to Kingsdown today.

**I can** begin to ask/initiate geographical questions. Describe how the locality of the school has changed over time. Explain own views about locations, giving reasons. Analyse evidence and begin to draw conclusions.

**Lesson 3 – How has the population of Kingsdown changed?**

**Key vocabulary:**

population, census, data, accurate

**I know** how the population of Kingsdown has changed.

**I know** that not all data is an accurate reflection.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** begin to collect and record evidence.

**Lesson 4 – What can we learn from a map?**

**Key vocabulary:**

OS map, key, symbol, grid references

**I know** that there are different types of maps which have different uses.

**I know** maps use a key, symbols and grid references.

**I can** explain why a key is needed.

**I can** use large scale OS maps.

**I can** follow a route on a map with some accuracy (e.g. whilst orienteering).

**Lesson 5 – What geographical features encourage people to settle in Kingsdown?**

**Key vocabulary:**

Revise vocab from weeks 1-4

**I know** the physical features of Kingsdown.

**I know** human features of Kingsdown.

**I know** why people settle in Kingsdown.

**I can** analyse evidence and begin to draw conclusions.

**I can** begin to ask/initiate geographical questions.

**I can** use a range of resources to identify the key physical and human features of a location.

**I can** describe how the locality of the school has changed over time.

**Lesson 6 – What would the perfect village look like?**

**Key vocabulary:**

Revise vocabulary from weeks 1-4

**I know** geographical features that make an area desirable.

**I know** how to create a key and use symbols.

**I know** how to draw a simple map.

**I know** why a key is needed.

**I can** try to make a map of a short route experienced.

**I can** try to make a simple scale drawing. Use standard symbols.

**I can** begin to draw a sketch map from a high view point.

**Year 4 Term 2: Scandinavia**  
**Would you rather live in Norway or the UK?**

**Links to previous learning:**

Y1 – Building on the local area study in order to compare England to Scandinavia and discuss this at depth.  
 Y1 – Building on understanding of the Arctic topic by delving deeper into what it means to live in the Arctic circle.  
 Y2 – Building on the around the world topic by allowing the children to make well-reasoned decisions for why they might like to visit a location.  
 Y3 – Building on the local area study allowing children to be able to discuss human and physical geography of different locations.

**Lesson 1 – Where is Scandinavia?**

**Key vocabulary:**

Scandinavia, Europe, atlas, northern, Denmark, Norway, Sweden, Nordic  
**I know** where Scandinavia’s countries are.  
**I know** their major cities.  
**I know** how to use a range of maps (digital and physical) and globes.  
**I can** locate places on large scale maps, (e.g. Find U.K. or India on globe).

**Lesson 1 – What predictions can I make about Scandinavia?**

**Key vocabulary:**

mountains, architecture, altitude, skiing, religion, human, physical, climate, weather, water, roads, transport,  
**I know** how to infer from pictures to derive geographical understanding.  
**I know** some human and physical features of Scandinavia.  
**I know** what the northern lights are and how they occur.  
**I can** analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.

**Lesson 3– Why does Scandinavia have a cold climate?**

**Key vocabulary:**

climate, Arctic Circle, weather, tropical, temperate, polar, desert, Mediterranean, tundra  
**I know** what Scandinavia’s climate is.  
**I know** why Scandinavia has a cold climate based on its location.  
**I know** why Scandinavia has 24 hours of darkness or light at some points during the year.  
**I can** name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

**Lesson 4 – What is the weather like in Scandinavia?**

**Key vocabulary:**

climate, precipitation, Arctic Circle, tundra, permafrost, subarctic, temperature, Oslo, Kiruna, Copenhagen, Vadso  
**I know** what the average weather patterns for precipitation and temperature are for Scandinavia across the year.  
**I know** how to plot weather patterns on a graph.  
**I know** which of the 4 cities has the highest/lowest temperature and rainfall based on the graph created.  
**I can** collect and record evidence with some aid.

**Lesson 5 – What is the physical geography of Scandinavia?**

**Key vocabulary:**

physical geography, human geography, mountains, fjords, waterfalls, glaciers, scenery, landscape, northern lights  
**I know** what physical and human geography are and what the difference is.  
**I know** some of the physical features of Scandinavia.  
**I know** some of the differences between the physical geography of Scandinavia and England.  
**I can** use a range of resources to identify the key physical and human features of a location.  
**I can** describe geographical similarities and differences between countries.

**Lesson 6 -What is the human geography of Scandinavia?**

**Key vocabulary:**

currency, population, religion, language, krona, ore, traditions, festivals, holidays  
**I know** some of the aspects of human geography of Scandinavia.  
**I know** some of the differences between the physical geography of Scandinavia and England.  
**I can** use a range of resources to identify the key physical and human features of a location.  
**I can** describe geographical similarities and differences between countries.

**Year 4 Term 4: Sustainability**  
**How can we live more sustainably?**

**Links to previous learning:**

Y1 – Building on Safari and Arctic topics, delving deeper into what climate is and the weather patterns of different locations

Y2 – Building on locational knowledge from around the world when delving into case studies

Y3 – Building on extreme earth topic by drawing on knowledge of natural disasters and why they might happen more frequently.

**Lesson 1 – How is climate change affecting the world?**

**Key vocabulary:** climate change, impact, carbon dioxide, greenhouse gases, cause and effect, biodiversity, wildlife

**I know** what climate change is.

**I know** why climate change is occurring.

**I know** why it is important to learn about climate change.

**I know** what scientists predict will happen if climate change is not stopped.

**I can** analyse evidence and draw conclusions.

**Lesson 2 – What does being sustainable actually mean?**

**Key vocabulary:** trawling, tidal power, wind turbines, solar panels, oil rigging, landfill, fossil fuels, quarrying, logging, deforestation

**I know** how to identify activities that are sustainable and activities that are not.

**I know** why activities such as trawling, deforestation and burning fossil fuels are unsustainable.

**I know** why sustainability depends on how a resource is used.

**I can** ask and respond to questions and offer my own ideas.

**Lesson 3 – How can we help to make our school more sustainable?**

**Key vocabulary:** energy, litter, waste, CO2, carbon, transport, water, healthy living, biodiversity, green procurement, extreme weather, natural disasters, methane, melting ice caps, natural resources, rising sea levels

**I know** what a greenhouse gas is and how it works to heat the earth.

**I know** some of the largest contributors to greenhouse gases and climate change.

**I know** how sustainable the school is.

**I can** analyse evidence and draw conclusions.

**I can** collect and record evidence with some aid.

**Lesson 4 - Why are we seeing more wind and solar farms in the countryside?**

**Key vocabulary:** economy, opinion, change, facts, science, research, politicians, activists, source, coal, oil, nuclear, renewable, gas

**I know** where electricity comes from.

**I know** what an example of renewable energy is.

**I know** how we use sources of electricity has changed over time.

**I know** why we are seeing more wind and solar farms in the U.K.

**I can** analyse evidence and draw conclusions.

**Lesson 5 – How is sustainable development helping the lapwing out of the red?**

**Key vocabulary:** RSPB, conservation, lapwing, sustainable development, scrape, birds eye view, canal, river exe, settlement, building

**I know** what conservation is and how charities help.

**I know** what the RSPB is doing to conserve the population of lapwings.

**I know** how to identify features on a satellite map.

**I know** why humans behaving unsustainably can lead to animals being endangered.

**I can** use simple grid references to locate features on a map confidently.

**Lesson 6 – How are solar cookers helping Sunita and her family to live more sustainably?**

**Key vocabulary:** solar cooker, Nepal, Asia, fossil fuels, electricity, poverty

**I know** how to describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable.

**I can** ask and respond to questions and offer my own ideas.

**Year 4 Term 6: Go Outdoors**  
**What makes a good geographer?**

**Links to previous learning:**

Y1 – Building on local area study, delving deeper into the physical and human geography of our local area. Advances in mapwork and fieldwork skills (see progression of skills doc)

Y2 – Building on Mexico topic by levelling up map drawing skills. Building on seaside by using the knowledge about our local area.

Y3 – Building on local area study. Delving deeper into the physical and human geography of our local area but progressing knowledge and vocab use (e.g.: architecture)

**Lesson 1 – an exploration of our local area... What are the key parts of our local area? Walk and observe fieldwork?**

**Key vocabulary:** beach, coast, cliffs, castles, medieval, park, recreation  
**I know** the key geographical features of our local area.  
**I know** how to navigate our local area safely.  
**I know** how to identify the key features of our local area such as building type.  
**I can** make a map of a short route experienced, with features in correct order.

**Lesson 2 – What are the physical and human features of our local area?**

**Key vocabulary:** residential, population, roads, maps  
**I know** the physical geography of our local area.  
**I know** some human geography features of our local area, such as architecture.  
**I can** use a range of resources to identify the key physical and human features of a location.

**Lesson 3 – How do geographers collect data for their investigations?**

**Key vocabulary:** data, reliable, fair, measure, present, graphs, tables, findings  
**I know** how to collect geographical data in an objective way.  
**I know** the best way to present the data that I collect.  
**I can** collect and record evidence with some aid.

**Lesson 4 - Where in the world and country are we?**

**Key vocabulary:** United Kingdom, Europe, continent, longitude, latitude, climate, county, north, south, east, west  
**I know** the names of the different climate zones and where they are.  
**I know** how to describe some of the features of countries in the different climate zones, such as weather and temperature.  
**I know** which countries are in the different climate zones.  
**I can** name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

**Lesson 5 – Maps and their symbols. Why do maps have symbols and what do they mean?**

**Key vocabulary:** OS map symbols and their meanings  
**I know** what an OS map is and how to read one.  
**I know** that different maps have different symbols and I know how to use a key to understand these.  
**I know** why a key is needed on an OS map.  
**I can** begin to recognise symbols on an OS map.

**Lesson 6 – Creating a map of our local area. How can we present our local area on a small-scale map?**

**Key vocabulary:** scale, all previous vocab  
**I know** the key features of our local area and which ones are integral to our local area map.  
**I know** which symbols to use for mapping our local area.  
**I know** how to generate a key for a simple scale map.  
**I can** make a simple scale drawing.



## Year 5 Term 2: Brazil

### How diverse is the physical and human geography of Brazil?

#### Links to previous learning:

Y1 – Building on locational knowledge (equator) as well as knowledge of human and physical geographical features from both Safari and Arctic topics.

Y2 – Building on Mexico topic. Children understand the physical and human geography of a nearby country.

Y3 – Building on understanding from Italy topic (comparing N and S Italy) and how places in the same country can be vastly different.

Y4 – Building on Sustainability topic – an understanding of how people who live in poverty can live sustainably.

#### Lesson 1 – Where is Brazil?

**Key vocabulary:** continent, region, physical/human features, border, Southern/Northern Hemisphere, equator, location, key, population density, impoverished

**I know** that Brazil is in South America and is bordered by ten countries and the Atlantic Ocean. There are five regions.

**I know** that the capital city of Brazil is Brasilia.

**I know** that a human feature is a man-made feature in the environment and that a physical feature is a natural landform or body of water.

**I know** that Brazil is the fifth largest country by area and population.

**I can** name and locate some of the countries and cities of the world and their identifying human and physical characteristics, and understand how some of these aspects have changed over time.

#### Lesson 2 – What is the physical geography of Brazil?

**Key vocabulary:** topographical map, natural region, land elevation, Amazon Basin, Pantanal, Highlands, biomes

**I know** that the Amazon Basin, Pantanal and Brazilian Highlands are three different natural regions in Brazil and can describe their main characteristics.

**I know** that the Amazon Basin is mostly covered by a tropical rainforest.

**I know** that the Pantanal is the largest tropical wetland in the world.

**I know** that the majority of the population of Brazil live in the highlands.

**I can** identify and describe the geographical significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

#### Lesson 3 – What is urbanisation?

**Key vocabulary:** urban/rural, urbanisation, population, push/pull factor, migration

**I know** that an urban area is often densely populated and is characterised by vast human-built features in comparison to the areas surrounding it.

**I know** that a rural area is often sparsely populated.

**I know** at least 3 push factors and 3 pull factors to explain migration to Rio de Janeiro.

**I know** that Rio de Janeiro is Brazil's second biggest city.

**I can** describe how locations around the world are changing and explain some of the reasons for change.

#### Lesson 4 – Why has Rio been described as a 'city of two halves'?

**Key vocabulary:** inequality, favela, proximity, poverty line, shanty town, slum, amenities

**I know** the location of Rio de Janeiro and how this impacts its ability to expand.

**I know** that Rocinha is the largest and most populated favela in Brazil and can describe it clearly.

**I know** that Barra da Tijuca is a well-known neighbourhood and is the fastest growing county in the city.

**I can** explain some of the reasons for geographical similarities and differences between both locations.

**I can** suggest advantages and disadvantages of living in both neighbourhoods.

#### Lesson 5 – Who are the indigenous people of Brazil?

**Key vocabulary:** rainforest, jungle, vegetation, indigenous

**I know** the difference between a rainforest and a jungle.

**I know** that the Brazilian Amazon rainforest is home to between 280,000 and 350,000 indigenous people, of which 180,000 live traditionally.

**I know** about the traditional lifestyle of the Awa Tribe.

**I know** that threats including deforestation have led to a decline in indigenous tribes.

**I can** describe how locations around the world are changing and explain some of the reasons for change.

**I can** describe how countries and geographical regions are interconnected and interdependent.

#### Lesson 6 – What is life like in Brazil?

**Key vocabulary:** culture, celebrations, traditions, leisure, cuisine, religion

**I know** that culture relates to the ideas, beliefs and social customs of a particular group or society.

**I know** at least three cultural facts about Brazilian food and drink.

**I know** at least three cultural facts about Brazilian sport and leisure.

**I know** at least three cultural facts about Brazilian celebrations and holidays.

**I can** identify and describe how the physical features affect the human activity within a location.

**Year 5 Term 4: Biomes**  
**Why are rainforests so wet and deserts so dry?**

**Links to previous learning:**

- Y1 – Building on Arctic topic which explores a polar climate and the location of the Arctic which is what makes it so cold.  
 Y2 – Building on around the world topic by exploring the weather patterns of different locations around the globe.  
 Y3 – Building on extreme earth topic by delving deeper into how the climate of a place impacts on the natural disasters that are suffered.  
 Y4 – Building on sustainability topic – looking at climate cones and their characteristics.

**Lesson 1 – Why is climate different across the United Kingdom?**

**Key vocabulary:** temperature, rainfall, cloud cover, climate, temperate, prevailing wind, distribution, annual  
**I know** the location of the UK on the world map.  
**I know** the name of the continents and the main countries in Europe.  
**I know** the pattern of climate in the United Kingdom.

**Lesson 2 – What are the world’s climates?**

**Key vocabulary:** dry, tropical, polar, tundra, Mediterranean, Tropic of Cancer, Tropic of Capricorn  
**I know** the location of the main countries in North and South America, Africa, Asia and Australia.  
**I know** the position and significance of the equator, the North and South hemispheres the distribution of different types of climate around the world.  
**I know** the reasons for similarities and differences between climates in different regions.

**Lesson 3 – How do climate graphs help geographers compare the climate of one place with another?**

**Key vocabulary:** climate graph, Southern Hemisphere, Northern Hemisphere  
**I can** compare and contrast the temperature and rainfall data in different climate graphs.  
**I can** reach conclusions about the climate in different locations in the world.  
**I can** construct a climate graph from temperature and rainfall data for their home location.  
**I can** compare and contrast this with climate graphs of other locations.  
**I can** reach conclusions and make judgements about the climate in different places.

**Lesson 4 – How does the climate affect the plants and animals living in a place?**

**Key vocabulary:** environment, habitat, temperature, biome, continent  
**I know** how climate affects both the landscape of different biomes.  
**I know** climate affects the plants and animals that can live there.  
**I know** the way in which plants and animals have adapted to their climate of different biomes, explaining the reasons why and drawing conclusions.  
**I know** how climate change affects the plants and animals in different parts of the world, for example, the Great Barrier Reef in Australia.

**Lesson 5 – Why is the jungle of the Amazon Rainforest so wet and humid?**

**Key vocabulary:** basin, tributary, confluence, source, course, diversity, ecosystem, humid, convection  
**I know** the location of the Amazon River.  
**I know** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.  
**I know** what causes the humidity of the Amazon Rainforest.  
**I can** complete a convectional rainfall diagram.

**Lesson 6 – Why is Arica the driest inhabited place on Earth?**

**Key vocabulary:** political map, desert, atmosphere, condense, vaporise, water cycle, transpiration  
**I know** about the natural environment of the Atacama Desert.  
**I know** why the city of Arica is the driest inhabited place in the world.  
**I know** about the water cycle including transpiration, in connection with the dry climate of the Atacama Desert, and can explain the process using geographical terms.

**Year 5 Term 6: The United Kingdom**  
**What are the human and physical features of the geography of the U.K?**

**Links to previous learning:**

Y1 – Building on local area study. Children know what the countries of the UK are and the characteristics of these.

Y2 – Building on seaside topic. Children know about the physical geography of Kingsdown as a seaside location. Building on around the world topic and knowledge of different cultures.

Y3 – Building on cultural understanding from Italy topic as well as differences between different places in the same countries.

Y4 – Building on sustainability topic by exploring concepts of farming, weather and climate at a greater depth. Building on Scandinavia topic which explores how all three countries have their independent features.

**Lesson 1 – What does a typical political map of the UK look like?**

**Key vocabulary:** British Isles, United Kingdom, Great Britain, national emblem, constituent country, scale  
**I know** the country groupings of ‘British Isles’, ‘United Kingdom’ and ‘Great Britain’.  
**I know** the UK’s capital cities and surrounding seas.  
**I know** the UK flags, national emblems and languages.  
**I can** name and locate some of the countries and cities of the world and their identifying human and physical characteristics, and understand how some of these aspects have changed over time.

**Lesson 2 – What does the UK look like from the air?**

**Key vocabulary:** aerial, topography, longitude, latitude  
**I know** the typical climate of the UK and the how weather patterns vary between the North, South, East and West.  
**I know** how mountains and the sea affect regional weather.  
**I know** where the major cities are located and why.  
**I know** how the regions of the UK are linked up by transport routes and how these have developed over time.  
**I can** begin to use 4 figure grid references to locate features on a map.  
**I can** describe and understand key aspects of human geography including settlement type, land use, economic activity etc.

**Lesson 3 – How do the different climate, relief and soil zones of the UK influence patterns of farming?**

**Key vocabulary:** county, principle area, council area, district, geology, irrigation, pesticide  
**I know** how counties differ in the different UK countries.  
**I know** how the different climate, relief and soil zones of the UK influence patterns of farming.  
**I know** how technology has changed the productivity and pattern of farming in the UK.  
**I can** describe and understand key aspects of the physical geography of the UK including climate zones and distribution of soils.  
**I can** describe and understand key aspects of the human geography of the UK including the distribution of farming types and traditional food products.

**Lesson 4 – What is the link between football and industry in many UK cities?**

**Key vocabulary:** population, industry  
**I know** how and why towns/cities grew during the Industrial Revolution.  
**I know** what the main types of work are in football cities today.  
**I know** how Sheffield’s economic activity has evolved over time.  
**I can** describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals.  
**I can** explain the location, growth and decline of settlement.

**Lesson 5 – Why are Birmingham and Blackpool the cities they are today?**

**Key vocabulary:** economic activity, functionality, tourism, trade, business, redevelopment  
**I know** the causes of each city’s growth.  
**I know** the problems facing each city today.  
**I know** the current population totals and characteristics of the cities.  
**I can** describe how locations around the world are changing and explain some of the reasons for change.  
**I can** interpret a range of sources of geographical information including maps and aerial photographs.  
**I can** describe and understand physical and human influences on the growth, development and functionality of cities.

**Lesson 6 – What are the benefits of living within a multi-cultural society?**

**Key vocabulary:** multicultural, migration, ethnicity  
**I know** how different population groups express their culture.  
**I know** what problems might arise from multi-culturalism and how tension might develop between different racial/cultural groups.  
**I know** how London’s culture has changed over time.  
**I can** describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity.  
**I can** name and locate capital cities and their identifying human and physical characteristics and how these aspects have changed over time.

**Year 6 Term 1: Water**  
**Why is the River Thames so famous?**

**Links to previous learning:**

- Y1 – Building on the local area study where aerial images and maps now progress to 4 figure ordnance survey maps.
- Y2 – Building on understanding of coastal patterns from the seaside topic
- Y3 – Building on understanding of physical geography from extreme earth topic
- Y4 – Building on understanding of the water cycle from Y4 Science states of matter.
- Y5 – Building on knowledge of water cycles and rainfall from biomes topic, especially rainforests.

**Lesson 1 – How are rivers formed?**

**Key vocabulary:** estuary, tributary, source, meander, oxbow lake, mouth, erosion, upper course, middle course, lower course

**I know** what defines a river.

**I know** that a river forms at the source and how water becomes a river.

**I know** that rivers are divided into three courses and the specifics of each course.

**I know** and can identify the key features of a river.

**I can** draw a diagram of a river.

**I can** label the features of a river.

**I can** explain what happens in each course of a river.

**Lesson 2 – What is the Water Cycle?**

**Key vocabulary:** evaporation, condensation, precipitation, accumulation, wind, sun, underground, rivers, streams

**I know** what is meant by ‘cycle’ and that there is no defined beginning or ending.

**I know** that the water cycle is continuous.

**I know** the four stages of the water cycle.

**I can** understand and explain the four key aspects of the water cycle.

**I can** label an image explaining the process of the water cycle.

**Lesson 3 – How are floods caused?**

**Key vocabulary:** flood, floodplain, overflow, lag time, Tewkesbury, rainfall, confluence, evacuate, Severn, Avon

**I know** that a confluence is where two rivers join together.

**I know** how floods could be caused by heavy rain.

**I know** what happens to a river when it overflows.

**I know** what happened in the Tewkesbury flood of 2007.

**I can** describe and understand key aspects of human geography, including land use.

**I can** explain how the rivers in Tewkesbury flooded.

**I can** explain how the people of Tewkesbury recovered after the flooding.

**I can** draw a flow map showing the process of flooding and the rebuilding after.

**Lesson 4 – What is the River Thames used for?**

**Key vocabulary:** source, precipitation, flood barrier, flood, lock, physical features, human features, Thames, river, London Bridge

**I know** where the source of the River Thames is located.

**I know** how the River Thames is used currently and how it has been used in the past.

**I know** key events in the history of the Thames.

**I can** use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

**I can** create a timeline of key features in the history of the River Thames.

**Lesson 5 – How are rivers shown on maps?**

**Key vocabulary:** mapping, Ordnance Survey, symbols, key, grid reference, four-figure references, six-figure references, location

**I know** how to read four figure ordnance survey maps.

**I know** why keys and symbols are used on maps.

**I know** what symbols represent on an OS map.

**I know** how to recognise a river on a map.

**I can** confidently identify significant places and environments using OS maps.

**I can** locate symbols/places of interest on a map using four-figure references.

**I can** follow four-figure grid references.

**Lesson 6 – What do we know about the River Thames?**

**Key vocabulary:** Historical  
 (Practise using the vocabulary learnt over lessons 1-5)

**I know** why the River Thames is famous and historically important.

**I know** how the River Thames affects the lives of the City of London.

**I know** what the River Thames has been used for and is used for today.

**I can** use varied sources to describe the importance of the River Thames.

**I can** identify and describe how the physical features affect the human activity within a location.

## Year 6 Term 4: Japan (Mountains)

### What makes Japanese culture so appealing to others?

#### Links to previous learning:

Y1 – Building on knowledge of physical geography of a location from the Arctic topic

Y2 – Building on knowledge of different cultures from the around the world topic.

Y3 – Building on knowledge from the extreme earth topic, such as how mountains and volcanoes are formed

Y4 – Building on knowledge of mountainous regions such as that of the Scandinavian landscape

Y5 – Building on knowledge from Brazil and biomes whereby weather and climate condition vocabulary can be built.

#### Lesson 1 – How are mountains formed?

**Key vocabulary:** Fault-block, plateau, volcanic, dome, fold, surface, erosion, crumbling, lava, magma

**I know** the names of five different types of mountains and their classifications.

**I know** how those five types of mountains are formed.

**I know** some of the famous mountains of the world and what type of mountain they are.

**I can** describe key aspects of a mountain.

**I can** explain how five types of mountain are formed.

**I can** draw a diagram of what these mountains look like.

#### Lesson 2 – What are the three holy mountains of Japan?

**Key vocabulary:** Fuji, Hakusan, Tateyama, holy, prefecture, face, summit, peak, base, foot, height, range, valley, plateau, slope

**I know** the names and locations of three holy mountains of Japan.

**I know** how the three holy mountains were formed and what type of mountains they are.

**I know** the height of these mountains.

**I know** the key vocabulary and features of a mountain.

**I can** analyse evidence and draw conclusions.

**I can** label features of a mountain and define each term.

#### Lesson 3 – Why are the holy mountains so important?

**Key vocabulary:** Fuji, Hakusan, Tateyama, holy, prefecture, nature, landmark, fold, Toyama, Ishikawa, Yamanashi, Tokyo

**I know** why the holy mountains are important to the people of Japan.

**I know** how the three holy mountains are used in the present day.

**I know** why the people of Japan revere nature.

**I can** create a 'little book' explaining key facts about each mountain.

**I can** explain why each mountain is important and why they have a distinct associated element.

#### Lesson 4 – What are some famous mountains of the UK?

**Key vocabulary:** Ben Nevis, Snowdon, Scafell Pike, Slieve Donard, hike, height, Cross Fell, Yes Tor, Sawel, High Willhays

**I know** the names, height and locations of six mountains in the UK.

**I know** which type of mountain they are.

**I can** name and locate counties and cities of the United Kingdom and their key topographical features (including mountains).

**I can** locate mountains using an atlas and indicate them on a map.

#### Lesson 5 – What are the conditions on a mountain?

**Key vocabulary:** habitat, climate, conditions, temperature, altitude, avalanche, longitude, latitude, rainfall

**I know** what longitude and latitude are and how they are used.

**I know** how to find a location using longitude and latitude.

**I know** from which location longitude and latitude originate.

**I can** use Google maps to locate landmarks using coordinates.

**I can** source coordinates from a location on Google maps. I can use excel to create a graph listing rainfall (mm) and max and min temperature of a mountain.

#### Lesson 6 – What makes Japanese culture so appealing to others?

**Key vocabulary:** (Practise using the vocabulary learnt over lessons 1-5)

**I know** why Japanese culture attracts attention.

**I know** some unique points of Japan.

**I know** the day-to-day life of a person living in Japan.

**I can** identify and describe how the physical features affect the human activity within a location.

**I can** create a presentation explaining an interesting feature/concept of Japanese life.

**Year 6 Term 5: Japan (Volcanoes and Earthquakes)**  
**How does Japan respond to volcanic eruptions, earthquakes and tsunamis?**

**Links to previous learning:**

- Y1 – Building on globe and locational knowledge from The Arctic topic. Children understand what a physical feature is and can draw links to this.  
 Y2 – Building on locational knowledge from around the world by understanding that different countries have different physical geography (where volcanoes are located)  
 Y3 – Building directly and explicitly on extreme earth topic  
 Y4 – Building on knowledge of different landscapes such as that of Scandinavia (how physical geography impacts on human activity)  
 Y5 – Building on knowledge of human geography from Brazil and how life in different parts of one country can be vastly different.

**Lesson 1 – What causes volcanoes?**

**Key vocabulary:** Tectonic plates, active, dormant, extinct, core, mantle, crust, magma, shield, composite, stratovolcano, constructive & destructive plate boundary  
**I know** what magma is and where it comes from.  
**I know** how composite and shield volcanoes are formed.  
**I know** what causes volcanoes to erupt.  
**I can** suggest questions for investigating.  
**I can** explain how composite and shield volcanoes are formed.  
**I can** explain how eruptions happen and how magma becomes lava.

**Lesson 2 – How do volcanoes affect the people of Japan?**

**Key vocabulary:** extinct, Ring of Fire, volcanologists, Sakurajima, Kagoshima, explosive, effusive  
**I know** how many active and dormant volcanoes are in Japan.  
**I know** how often Sakurajima erupts.  
**I know** how the people of Kagoshima prefecture prepare and stay ready for eruptions.  
**I can** analyse evidence and begin to draw conclusions. **I can** use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  
**I can** identify and describe how the physical features affect the human activity within a location.

**Lesson 3 – How do earthquakes affect the people of Japan?**

**Key vocabulary:** earthquakes, Richter scale, tectonic plates, magnitude, focus, epicentre, seismic, Shindo, social, economic, environmental  
**I know** what causes earthquakes.  
**I know** different ways of measuring earthquakes.  
**I know** that earthquakes can cause differing levels of damage depending on the magnitude.  
**I can** analyse evidence and begin to draw conclusions.  
**I can** describe the consequences of an earthquake in Japan.  
**I can** identify whether a consequence is economic, social or environmental.

**Lesson 4 – What natural disasters has Japan faced?**

**Key vocabulary:** Tohoku, tsunami, earthquake, natural disaster, magnitude, Honshu, epicentre, wave, debris  
**I know** what damage a tsunami can cause.  
**I know** how the Tohoku earthquake and tsunami of 2011 happened.  
**I know** how Tohoku was affected and how the restoration process happened.  
**I can** suggest questions for investigating.  
**I can** explain the process of the tsunami happening and the recovery period afterwards.

**Lesson 5 – How do the people of Japan prepare for natural disasters?**

**Key vocabulary:** tsunami, earthquake, materials, design, volcano  
**I know** how Japanese buildings are reinforced to be earthquake-safe & disaster-resistant.  
**I know** which buildings in Japan have lasted a long time and why, specifying materials and construction.  
**I know** what drills Japanese people carry out and how often.  
**I know** how some cities and villages in dangerous areas prepare for disasters.  
**I know** the damage that natural disasters can cause.  
**I can** design and create an earthquake-safe structure.

**Lesson 6 – Creation of drills & emergency guide**

**Key vocabulary:**  
 All previous vocabulary  
**I know** how the people of Japan prepare for and recover after natural disasters.  
**I know** information about dangerous disasters is disseminated through Japan.  
**I can** create emergency guides for a volcano and earthquakes, listing warning signs, steps to prepare and steps for recovery.