Kingsdown and Ringwould CEP School Geography Long Term Plan

Year	Autumn Term	Spring Term	Summer Term
R	Understanding the World	Understanding the World	Understanding the World
1	Safari *What is it like on safari?*	The Arctic *What is it like in the Arctic?*	Local Area *What is the geography of where I live?*
2	Around the World *Where in the world would I like to visit?*	Mexico *How does Kingsdown compare with Tocuaro?*	Seaside *Why do we like to be beside the seaside?*
3	Italy *Why is Italy a popular tourist destination?*	Extreme Earth *Why do some natural disasters cause more damage than others?*	Local Area *What geographical features encouraged people to settle in Kingsdown?*
4	Scandinavia *Would you rather live in Norway or the U.K?*	Sustainability *How* can we live more sustainably?	U.K. Geography – Go Outdoors *What makes a successful Geographer?*
5	Brazil *How diverse is the physical and human geography of Brazil?*	Biomes *Why are rainforests so wet and deserts so dry?*	The United Kingdom *What are the human and physical features of the geography of the U.K?*
6	North America *How varied is the geography of North America?*	Rivers *How do rivers shape the land and the people who live nearby?*	

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

Hook session/cross curricular learning **Hooks** - Secret tour of our new school and Harvest festival celebration. **Communication language and Literacy** – Talking about their family, new school and their favourite part of the school/classroom – link to technology taking photos for their LJ. Talking about how they have changed, using baby pictures sent in from parents. **Technology** – 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. **Expressive Arts and Design** – We are going on a Tiger hunt – exploring different places in outside area to find Tufty the Tiger – creating a map. Creating self-portraits and family pictures. **Outdoor learning –** exploring the outdoor areas around the school. Autumn walk - leaf art.	**Key texts to support and extend, learning, vocabulary and understanding:** 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

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.	**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.
Me, my family and my school **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** how I have changed since I was born. **I know** I will continue to grow and change. **I can** make a simple timeline. **Remembrance Day** – Learning about the past and why poppies are a special flower at remembrance. **Christmas** – Past and present – comparing pictures of Christmas. **Challenge question: Can you name 3 ways that you have changed since you were a baby?**	**Me, my family and my school** **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** how I have changed since I was born. **I know** I will continue to grow and change. **I can** make a simple timeline. **Remembrance Day** – Learning about the past and why poppies are a special flower at remembrance. **Christmas** – Past and present – comparing pictures of Christmas. **Challenge question: Can you name 3 ways that you have changed since you were a baby?**	**Me, my family and my school** **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** how I have changed since I was born. **I know** I will continue to grow and change. **I can** make a simple timeline. **Remembrance Day** – Learning about the past and why poppies are a special flower at remembrance. **Christmas** – Past and present – comparing pictures of Christmas. **Challenge question: Can you name 3 ways that you have changed since you were a baby?**

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.

Hook session/cross curricular learning	**Key texts to support and extend, learning, vocabulary and understanding:**
Hook – We find a box in class – it has a story with puppets and some pictures from another country. We need to investigate! (China) **Communication and Language** – We can talk about Chinese New Year and use some new vocabulary. **Technology** – Explore google maps –find places in the local area that are special to the TT's – what other places have they travelled to? **PSED** – Caring for our world – local area classroom – keeping our school clean – litter pickers? Weekend Beach clean? **Literacy** – We can retell the story of Chinese New Year. **Expressive Arts and Design** – Listening to Chinese music and recreating with our musical instruments. Making decorations, lanterns, and dragon dancing. **Understanding the World** – Looking at pictures of Deal in the past – compare with pictures of Deal now. Inviting parents/grandparents who used to attend Kingsdown and Ringwould in to tell us about their experiences. Trip to Kingsdown wood	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 The Great Explorer by Chris Judge Poles Apart by Jeanne Willis and Jarvis

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.
How has my local area changed over time. **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** that my school has changed over the years. **I know** that my town has changed **I can** compare pictures of my local area and talk about the similarities and differences. **Life cycles** – growth and change **1st Visit to the woods** – take pictures – to compare with later in the year. **Challenge question: Can you draw/describe the lifecycle of (a frog/butterfly/human)?**	**Chinese New Year** **Vocabulary** – Investigate, China, Chinese, country, Zodiac, Emperor, chop sticks, lucky, red, gold, celebration, festival, fireworks, tradition, good luck, spring rolls, lanterns, language. **I know** how people in China celebrate new year. **I know** China is a country and can find it on a globe/map with support. **I know** Chinese people speak in a different language. **I can** talk about some key similarities and differences between Uk and China. (Celebrations- stories – language – clothes) **Challenge question: Can you talk about the similarities and differences between the celebrations we have learnt about this term?**	**Wonderful Earth - Caring for Our World** **Vocabulary:** Eco friendly, litter, recycle, reuse, wasting, energy, climate, melting, pollution, paper, plastic, glass, metal, compost, rivers, plants, animals. **I know** that we need to look after our world. **I know** some things that we can do to look after our world. **I know** how to recycle/reuse and save water/energy. **I can** talk about how I can care for my local area. **Season focus - Winter to Spring** **Challenge question: What can you do to help look after our world?**

See separate plan for continuous provision opportunities links to UtW

<table>
<tr><td colspan="3"><u>Term 5 and 6 : Understanding the World - Past and present – People, Culture and Communities, The Natural World</u>
<u>See continuous provision plan for other Understanding the World learning opportunities</u></td></tr>
<tr><td colspan="2"><u>Hook session/cross curricular learning</u>
Hook – We find a bag full of explorer's things, map, binoculars, etc Book about Ernest Shackleton. Google maps to explore some of the places he travelled to.

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.
Expressive Arts and Design – Technology - Listening to music from around the World – recreating with instruments. Creating our own music and recording it.
PSED – exploring the feelings of the characters – growth mind-set – determination Ernest Shackleton.</td><td>Key texts to support and extend, learning, vocabulary and understanding:
Little People Big Ideas – Ernest Shackleton
Rhino's Great Big Itch Natalie Chivers
The Ugly Five/ The Snail and the Whale – Julia Donaldson
Martha Maps it Out by Leigh Hodgkinson
3 Go to London – M&S books
Lost and Found – Oliver Jeffers
Around the World with Mac and Lemon – Twinkl book</td></tr>
<tr><td>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.</td><td>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.</td><td>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.</td></tr>
<tr><td>Key Vocabulary: Past, present, future, changes, compare, different, same, then, now, timeline.

I know that there are different ways of travelling
I know that the ways people travel have changed
I can compare transport past and present (cars/planes/trains/buses etc)

Challenge question: How did people travel the world in the past?</td><td><u>Around the World – fiction and non-fiction books</u>

Key vocabulary: Compare, similar, same, different, climate, hot, cold.

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.

Challenge question: Tell me about a country you have visited - how is it the same/different to the UK?</td><td><u>We are Explorers – Exploring maps</u>

Key vocabulary: Explorer, journey, travel, expedition, country, continent, oceans, binoculars, Earth, countries, land, ocean, rivers, lakes, bridges, beach, mountains, field, forest, climate.
I know about some geographical features of UK – lands, oceans, climate, wildlife
I know the names of some countries/continents.
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 Ernest Shackleton was a famous explorer.
I can read a map and create my own.
<u>Season Focus – Spring – Summer</u>

Challenge question: Can you draw a map of a place you have visited - what features do you need to add?</td></tr>
</table>

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.

Hook session/cross curricular learning
Topic hook morning of play based learning immersing ourselves in what could it be like to be on a safari.

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.

Challenge question: Can you find Africa using the globe or an atlas?

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.
Challenge question: How is the climate different in Kenya to in England?

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.

Challenge question: Which landscape drawing is your favourite? What human / physical features does it have?

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.
Challenge question: What animals live in Kenya but not in England?

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.

Challenge question: Can you ask your partner some questions using 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.
Challenge question: Can you state two differences between houses in England and Kenya?

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.

Hook session/cross curricular learning
Topic hook morning of play based learning immersing ourselves in what could it be like to be in the Arctic.

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.

Challenge question: What is the difference in size between the countries in the Arctic Circle?

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.

Challenge question: What country is between Norway and Finland? How could you check?

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.
Challenge question: What is the difference between summer and winter in the Arctic?

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.

Challenge question: State the differences between sea ice and icebergs.

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.

Challenge question: Why are the beluga whale, arctic fox and polar bear all white? How is this helpful?

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, geographical questions
I can use basic geographical vocabulary to refer to key human features.
I can draw picture maps of imaginary places.
Challenge question: What human features are there in Sisimiut that are not in London?

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.	**Hook session/cross curricular learning** Exploration throughout the year of our local area: church, Walmer castle, Kingsdown Park and this term we will visit the beach! We will link our knowledge of all of these areas together this term through photos, road maps and picture maps.	
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. **Challenge question: What is the UK's largest city?**	**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. **Challenge question: Which flag out of the UK countries is the only one without red on it? How could you check?**	**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. **Challenge question: Which is the largest sea around the UK?**
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. **Challenge question: What physical features are close to our school?**	**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** 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. **Challenge question: What human feature would you like to add to our school grounds?**	**Lesson 6 – What is our school environment like?** **Key vocabulary:** see, hear, touch, Kingsdown, school, observe **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. **Challenge question: What physical features would you like to add to our school grounds?**

<table>
<tr><th colspan="3">Year 2 Term 2: Around the World
Where in the world would I like to visit?</th></tr>
<tr><td colspan="2">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.</td><td>Hook session/cross curricular learning
French bread, cheese, croissant tasting. Where in the world would we be going?

Ongoing learning throughout this unit
I know the names of the seven continents.
I know the names of the five oceans.
I can locate the seven continents and five oceans on a world map or globe.</td></tr>
<tr><td>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.

Challenge question: Do you know anywhere else that has either blue, white, or red in their flag?</td><td>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?

Challenge question: Would you like to visit China? Why?</td><td>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.

Challenge question: Do you agree that at 7am in England it is 7am in Australia?</td></tr>
<tr><td>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.

Challenge question: Name another country where you would find elephants roaming.</td><td>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.

Challenge question: The United States is split into different states. England is split into _____. We live in the county of _____.</td><td>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.

Challenge question: Why do you think the Amazon River is important?</td></tr>
</table>

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.	**Hook session/cross curricular learning** Children to be welcomed onto a flight to Mexico, with time discussions, pictures of key sights to see etc. End hook – Mexican party. Mexican dance, Day of the Dead masks and feast.

Lesson 1 – Where is Mexico and how would I get there? (Hook lesson) **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. **Challenge question: Is it possible to walk to Mexico? Why?**	**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? **Challenge question: Predict what the weather will be like in Mexico. Why do you think this?**	**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. **Challenge question: (Show Antarctica) What place is this? What would the weather be like here? Why?**
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. **Challenge question: What is similar about Tocuaro and Kingsdown? What is different?**	**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. **Challenge question: What other landmarks did you find? How did you know what they were?**	**Lesson 6 – How does Tocuaro compare with Kingsdown?** **Key vocabulary:** country, 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. **Challenge question: Tocuaro is better than Kingsdown – do you agree or disagree? Why?**

<table>
<tr><th colspan="3">Year 2 Term 6: Seaside
Why do we like to be beside the seaside?</th></tr>
<tr><td colspan="2">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.</td><td>Hook session/cross curricular learning
Scavenger hunt to identify what ‘type of holiday’ we will be going on.
Local beach visits.</td></tr>
<tr><td>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 holidays (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.
Challenge question: Do you agree that hot places are the best places to visit? Why?</td><td>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 to say whether it is a city, town, village, coastal or rural area.
Challenge question: Canterbury has a lot of homes, shops and a cathedral. Is it a _____ (village, town, city).</td><td>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.
Challenge question: The sea is going to rise and flood the town! What can you do to help stop it?</td></tr>
<tr><td>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.

Challenge question: Where else do we need to have safety rules?</td><td>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.

Challenge question: How do we keep ships safe now?</td><td>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 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.
Challenge question: Do you think beach holidays are better now or in the past? Why?</td></tr>
</table>

<table>
<tr><th colspan="3">Year 3 Term 2: Italy
Why is Italy a popular tourist destination?</th></tr>
<tr><td colspan="2"><u>Links to previous learning:</u>
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.</td><td><u>Hook session/cross curricular learning</u>
Italian day with Venetian mask making, pizza cooking and an Italian fashion show.
Pizza sequence of learning in DT.
Writing a Rome travel brochure in English.</td></tr>
<tr><td><u>Lesson 1 – What do I know about Italy?</u>
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.

Challenge question: Name 3 similarities and differences between Italy and England.</td><td><u>Lesson 2 – Where is Italy?</u>
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 know that Russia is the largest country in the world and stretches across Europe and Asia.
I can locate Italy, the United Kingdom and Russia on a map of Europe.
I can locate Italy on larger scale map. Begin to use junior atlases and internet map sites.

Challenge question: Look at Italy in your atlas: try to find 3 physical features that might attract tourists.</td><td><u>Lesson 3 – What is Rome famous for?</u>
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.
Challenge question: What do you think is Rome’s most important tourist attraction? Why?</td></tr>
<tr><td><u>Lesson 4 - What is the food and culture of Italy?</u>
<u>HOOK DAY- see topic highlights page and photos on the network</u>
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.
Challenge question: Design a new flag for Italy. Integrate the key parts of its national identity.</td><td><u>Lesson 5 – What are the similarities and differences between North and South Italy?</u>
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.
Challenge question: Would you rather visit the north or south of Italy? Why?</td><td><u>Lesson 6 – Why is Italy a popular tourist destination?</u>

Key vocabulary: currency, capital city, border, climate, countries, weather, tourists, tourism, festivals, North, South, East, West, continent, hemisphere

I know why tourists visit Italy.
I know the four compass points
I know some aspects of the human geography of Italy.
I can recall and reflect on my learning from this term.
Challenge question: Do you believe Italy’s human or physical features are more important to tourists? Why?</td></tr>
</table>

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)

Hook session/cross curricular learning

Following instructions to make volcanoes in English.

Sequence of learning about emergency shelters in DT.

Visit from ShelterBox relating to worldwide natural disaster relief.

Bushcraft visit with reference to how to survive in an emergency.

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.

Challenge question: Name 1 similarity and 1 difference between the inner / outer core.

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.

Challenge question: Create your own glossary for the key parts of the volcano.

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.

Challenge question: What do you think is the most important reason that people live by volcanoes?

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.

Challenge question: Draw and label a step-by-step diagram to show how an earthquake is triggered.

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.

Challenge question: what is the difference between the damage caused by earthquakes and tsunamis?

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.

Challenge question: Look at the scene of the aftermath of a tornado. What level of tornado do you think this is? How do you know?

<table>
<tr><th colspan="3">Year 3 Term 6: Local Study
What geographical features encouraged people to settle in Kingsdown?</th></tr>
<tr><td colspan="2">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.</td><td>Hook session/cross curricular learning
Village and beach visit to investigate human and physical features.
Walk to Walmer Castle with the opportunity to investigate the wider area.</td></tr>
<tr><td>Lesson 1 – What are the physical and human geographical features of Kingsdown?
Key vocabulary: physical features, human features, 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.

Challenge question: Do you think modern settlers come to Kingsdown for its physical or human features? Why?</td><td>Lesson 2 – What geographical features encourage people to settle in Kingsdown? (village walk)
Key vocabulary: human features, physical features, map, key, settlers, settlement
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.

Challenge question: Rank the features of Kingsdown in importance. Why is your top the top?</td><td>Lesson 3 – 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.

Challenge question: If you could build a new feature in Kingsdown, what would it be? Why would this attract new settlers?</td></tr>
<tr><td>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).
Challenge question: What can’t we learn about a place from a map?</td><td>Lesson 4 – 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.

Challenge question: If more settlers move to Kingsdown in the next 10 years, what changes would have to be made to the village?</td><td>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 viewpoint.

Challenge question: How does your village compare to Kingsdown?</td></tr>
</table>

Year 4 Term 2: Scandinavia
Would you rather live in Svalbard, Norway or Kent, 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.

Hook session/cross curricular learning
Tomte writing

Lesson 1 – Where is Scandinavia?

Key vocabulary: Scandinavia, Europe, atlas, northern, Denmark, Norway, Sweden, Nordic, Svalbard
I know where Scandinavia's countries and their major cities are using a range of maps (digital and physical).
I know where Svalbard, Norway is.
I know how to infer from pictures to derive geographical understanding.
I can locate places on large scale maps, (e.g. Find U.K. or India on globe).
I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps

Challenge question: Based on its location, what do you predict the climate in Scandinavia is like in winter? Why?

Lesson 2– Why does Scandinavia have a cold climate?

Key vocabulary: climate, Arctic Circle, weather, tropical, temperate, polar, desert, 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 know the climate of Svalbard, Norway.
I can name and locate key geographical terminology and describe some of the characteristics of these areas.

Challenge question: In 20 words or less, describe what Scandinavia is like based on the images you have viewed.

Lesson 5 – 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.

Challenge question: Explain why Scandinavia has 24 hours of darkness using geographical vocabulary.

Lesson 4 – What is the physical geography of Scandinavia?

Key vocabulary: physical geography, human geography, mountains, fjords, waterfalls, glaciers, scenery, landscape, Northern lights, altitude
I know what physical and human geography are.
I know what the northern lights are and how they occur.
I know the physical features of Scandinavia
I know some of the differences between the physical geography of Scandinavia and the UK.
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.

Challenge questions include a range of analytical questions based on the graphs created in the lesson.

Lesson 5 -What is the human geography of Scandinavia?

Key vocabulary: currency, population, religion, language, krona, ore, traditions, festivals, holidays, architecture, transport
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.

Challenge question: Which element of physical geography would encourage you to visit Scandinavia the most? Why?

Lesson 6 – What are the human and physical geographical features of Svalbard, Norway?

Key vocabulary: population, transport, pets, religion, interests, economy, jobs, architecture, buildings, holidays, climate, weather, polar night, mountains, glaciers, fjords, wildlife, landscape, Northern lights
I know the physical geography of Svalbard, Norway.
I know the human Geography of Svalbard, Norway.
I know the similarities and differences between Svalbard, Norway, and Kent, UK.
I can describe geographical similarities and differences between countries.
I can use a range of resources to identify the key physical and human features of a location.

Challenge question: Name 3 differences in human geography between Scandinavia and the UK.

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.		**Hook session/cross curricular learning** Visit from Dover District Council.
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. **Challenge question: Using your knowledge, explain why it is important to learn about climate change.**	**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. **Challenge question: Why are logging and trawling difficult to classify as sustainable/unsustainable?**	**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. **Challenge question: What advice could you give to Mrs Hygate to make our school more sustainable? Why?**
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. **Challenge question: What are your data predictions for the next year? Will this be a positive change? Why/why not?**	**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. **Challenge question: Explain what sustainable development is.**	**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. **Challenge question: Name 3 reasons why solar cookers are helping people in poor countries to live more sustainably.**

<table>
<tr><th colspan="3">Year 4 Term 6: Go Outdoors
What makes a good geographer?</th></tr>
<tr><td colspan="2"><u>Links to previous learning:</u>
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)</td><td><u>Hook session/cross curricular learning</u>
Mote Park, field work and educational visit to the beach, woods, a local farm and a village walk.</td></tr>
<tr><td><u>Lesson 1 – Where in the world do we live?</u>
Key vocabulary: equator, prime meridian, continents, Europe, Asia, north America, south America, Africa, Antarctica, Australia, temperate, England, Wales, Scotland, Northern Ireland, North, East, South, West, county, Kent, Dover, Deal, village, Kingsdown

I know where in the world the United Kingdom is.
I know the countries of the United Kingdom, and where they are in relation to one another.
I know some of the counties within the UK.
I know what county we live in, and where it is on a map of the UK.

Challenge question: Which counties border the county of Kent?</td><td><u>Lesson 1 – Where in the world do we live?</u>
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I know the countries of the United Kingdom, and where they are in relation to one another.
I know some of the counties within the UK.
I know what county we live in, and where it is on a map of the UK.

Challenge question: Which counties border the county of Kent?</td></tr>
<tr><td><u>FIELDWORK – trip to the beach</u>
<u>Lesson 4 – How do tides work and how do they impact how I can use the beach safely?</u>

Key vocabulary: gravity, moon, tides, sea levels, marker, measure
I know how different height tides happen
I know the impact of the changing tides
I know how to check the tide times of the local area
I can stay safe at the beach.</td><td><u>FIELDWORK – trip to the beach</u>
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</table>

<table>
<tr><th colspan="3">Year 5 Term 2: Brazil
How diverse is the physical and human geography of Brazil?</th></tr>
<tr><td colspan="2">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.</td><td>Hook session/cross curricular learning
Rio carnival- making masks, playing games (limbo, gato mia), listening to samba music
Art- Brazilian artist (Romero Britto, Beatriz Milhazes)</td></tr>
<tr><td>Lesson 1 – Where is Brazil?
Key vocabulary: continent, region, physical/human features, border, Southern/Northern Hemisphere, Equator, location, key, population density.
I know that Brazil is in South America, its capital city is Brasilia, it has five regions, and is bordered by ten countries and the Atlantic Ocean.
I know what human features (and geography) and physical features are and can name examples.
I know that Brazil is the fifth largest country by area and population.
I can name and locate the countries bordering Brazil, as well as the five regions and key cities in the country.
Challenge question: Name all of Brazil’s bordering countries in alphabetical order.</td><td>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 I can describe their main characteristics.
I know that the Amazon Basin is mostly covered by a tropical rainforest, the Pantanal is the largest tropical wetland in the world, and most of the population of Brazil live in the highlands.
I can identify and describe the geographical significance of the Equator and Northern Hemisphere and Southern Hemispheres.
Challenge question: Where would you rather visit out of the three places we have looked at in Brazil?</td><td>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.
Challenge question: What decision would you make if you were in a rural area in Brazil – move to the city or stay in the countryside? Why?</td></tr>
<tr><td>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.
I know that Rocinha is the largest and most populated favela in Brazil, and that Barra da Tijuca (the fastest growing area in the city) is a well-known neighbourhood.
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.

Challenge question: Rio de Janeiro cannot expand to grow: why? What problems does this pose for its residents?</td><td>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 many indigenous people, of which some are still uncontacted.
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.
Challenge question: What do you think is the greatest threat to the Awa tribe? Why? Can you find any solutions to help them?</td><td>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, sports and leisure, and celebrations and holidays.
I can identify and describe how the physical features affect the human activity within a location.

Challenge question: Name one thing you have learnt about Brazil’s culture this lesson that you find interesting. Why is it interesting to you? Would you be able to incorporate it into your life? Why or how?</td></tr>
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<table>
<tr><th colspan="3">Year 5 Term 4: Biomes
Why are rainforests so wet and deserts so dry?</th></tr>
<tr><td colspan="2">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.</td><td>Hook session/cross curricular learning
Making a mini biome (rainforest) in a bottle
Art- landscape collage</td></tr>
<tr><td>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 pattern of climate in the United Kingdom.
I can cross correlate a political map and a climate map to find places in the UK with certain climates.
Challenge question: The west of the UK obtains more rainfall than the East (particularly South-East). Using a climate map and map indicating average rainfall, describe why this may be.</td><td>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, Tropics of Cancer and Capricorn, the North and South hemispheres, and the distribution climates around the world.
I know the locations of the Arctic Circle and Antarctic Circle.
I know the reasons for similarities and differences between climates in different regions.
Challenge question: What impact does the Equator have on climate? What about the Tropic of Cancer and Capricorn?</td><td>Lesson 3 – How do climate graphs help geographers compare the climate of one place with another?
Key vocabulary: climate graph, Southern Hemisphere, Northern Hemisphere, average, annual.
I can compare and contrast climate graphs.
I can reach conclusions about the climate in different locations in the world using climate graphs.
I can construct a climate graph from temperature and rainfall data.
I can use my own climate graph to reach conclusions and make judgements about the climate.
Challenge question: How are climate maps helpful to geographers?</td></tr>
<tr><td>Lesson 4 – How does the climate affect the plants and animals living in a place?
Key vocabulary: environment, habitat, temperature, biome, continent, ecosystem.
I know the difference between a habitat, ecosystem, and biome.
I know how climate affects the landscape, plants and animals that can live in different biomes.
I know that vegetation belts are large areas where particular types of plants grow because of the climate.
I can explain how climate affects the vegetation found in different biomes.
I know the way in which plants and animals have adapted to their climate of different biomes, explaining the reasons why and drawing conclusions.
Challenge question: Using your prior knowledge, how do you think climate change impacts ecosystems and biomes across the world?</td><td>Lesson 5 – Why is the Amazon Rainforest so wet and humid?
Key vocabulary: basin, tributary, course, ecosystem, humid, convection currents, water cycle.
I know the location of the Amazon River and that it has the largest volume of any river in the world.
I know why areas of tropical rainforest (such as the Amazon Basin) have so much rainfall.
I know what causes the humidity of the Amazon Rainforest.
I can complete a convectional rainfall diagram.

Challenge question: Tell a partner (without using your book), why is the rainforest so wet?</td><td>Lesson 6 – Why is Arica the driest inhabited place on Earth?
Key vocabulary: political map, desert, atmosphere, condense, vaporise, water cycle, rain shadow,
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 what a rain shadow is and its connection with the dry climate of the Atacama Desert.

Challenge question: Using geographical vocabulary, explain why the Atacama Desert is so dry?</td></tr>
</table>

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

<table>
<tr><td colspan="2"><u>Links to previous learning:</u>
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.</td><td><u>Hook session/cross curricular learning</u>
Deal trip</td></tr>
<tr><td><u>Lesson 1 – What does a typical political map of the UK look like?</u>
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.
I can begin to use 4 figure grid references to locate features on a map.
Challenge question: The Giants Causeway and White Cliffs of Dover are not major cities – why are they still included on political maps?</td><td><u>Lesson 2 – What is the difference between a village, town, and city?</u>
Key vocabulary: village, town, city, population, settlement, human factors, physical factors.
I know the definitions of a village, town or city using key geographical vocabulary.
I know the difference between a village, town and city and can use this information to compare them.
I can describe and understand key aspects of human geography including settlement type, land use, economic activity etc.
I can explain the location, growth and decline of settlement.
Challenge question: You want to earn money for your family. Where would you live and why? You are now retired, would you move? To where, and why?</td><td><u>Lesson 3 – What is economy and trade?</u>
Key vocabulary: economy, trade, import, export, global.
I know where major trade countries with the UK are located and why.
I know how the regions of the UK are linked up by transport routes and how these have these developed over time.
I know what is grown or manufactured in the UK and exported abroad and why.
I know what needs to be imported and why this is necessary.
I know why trade is important for global economies.
I can complete a map of Europe showing countries we import from and export to,
I know that countries trade natural resources, including energy, food, minerals and water.
I can explain why the UK imports some resources and exports others.
Challenge question: Why is trade important to global economies?</td></tr>
<tr><td><u>Lesson 4 – What is the difference between a hill and a mountain? What key mountains do we have in the UK?</u>
Key vocabulary: hill, mountain, topographic map, summit, Highlands,
I know the four highest mountains in each country in the UK and their height and location: Snowdon, Ben Nevis, Scafell Pike and Slieve Donard.
I know the difference between a hill and mountain.
I can use a table to create a bar graph showing the height comparisons of each UK mountain.
Challenge question: How are mountains formed? Try to use key vocabulary in your answer (Earth’s crust, tectonic plates, fold mountain).
What’s differences are there between a mountain and a volcano?</td><td><u>Lesson 5 – What physical factors impact farming in the UK?</u>
Key vocabulary: physical factors, farming, climate, relief and soil zones, natural hazards.
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 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.
Challenge question: Why do we need a variety of soils in the UK? What would happen if we had the same soil everywhere?</td><td><u>Lesson 6 – What is coastal erosion and how can it be stopped in the UK?</u>
Key vocabulary: coastline, erosion, management strategies, ocean, sea.
I know the difference between coastline, sea and ocean.
I know what coastal erosion is and what coastal management systems could be designed and created to reduce coastal erosion.
I know how our coastline has changed over time.
I can sketch local coastal erosion techniques.
I can measure and assess pebbles at the local beach to infer as to whether coastal erosion techniques are effective.
Challenge question: Why do we have different coastal erosion techniques? Why does one not work for everywhere?</td></tr>
</table>

Year 6 Term 2: North America How varied is the geography of North America?		
Links to previous learning:		**Hook session/cross curricular learning**
Lesson 1 – Where is North America and what countries make up the continent? **Key vocabulary:** continent, country, hemisphere, mainland, island, Central America, Caribbean, ocean, border, atlas **I know** North America is a continent in the Northern Hemisphere, surrounded by oceans and with South America to the south. **I know** North America contains 23 countries, including mainland countries and island nations. **I know** Central America consists of seven countries, while many of North America's island nations are part of the Caribbean. **I can** locate North America accurately on a world map. **I can** locate and label countries within North America using a map or atlas. **I can** categorise countries according to their geographical location, including mainland, Central American and Caribbean countries. **Challenge question: How could you use geographical clues to work out whether a North American country is part of the mainland, Central America or the Caribbean?**	**Lesson 2 – Why does the climate vary so much across North America?** **Key vocabulary:** climate, climate zone, temperature, precipitation, tropical, tundra, ice cap, equator, North Pole, **I know** North America has many different climate zones because it covers such a large geographical area. **I know** places closer to the Equator are generally warmer, while places further north towards the North Pole are generally colder. **I know** climates can be compared by looking at temperature, precipitation, sunshine and seasonal change. **I can** identify and locate different climate zones on a map of North America. **I can** interpret climate graphs showing temperature, precipitation and sunshine. **I can** compare the climates of different locations using evidence from climate data. **Challenge question: What pattern would you expect to see in North America's climate as you travel from north to south, and why?**	**Lesson 3 – What are the most important physical and human features of North America?** **Key vocabulary:** physical features, human features, landmark, landscape, terrain **I know** physical features are naturally occurring features, while human features are created or built by people. **I know** North America has a varied landscape containing many significant physical and human features. **Japan (Mountains)** **I know** physical features have been formed by natural processes, whereas human features have been built for particular purposes. **I can** locate important physical and human features of North America using maps. **I can** classify geographical features as either physical or human and explain my reasoning. **I can** research and describe a geographical feature, explaining its formation or purpose and its significance. **Challenge question: Compare one physical and one human feature of North America. How are they different, and why is each significant?**
Lesson 4 – How can geographical data help us compare the capital cities of North America? **Key vocabulary:** capital city, population, area, official language, data, rank, pattern **I know** a capital city is the city where a country's government is based, but it is not necessarily the country's largest city. **I know** the size of a city can be measured in different ways, including its population and area. **I know** North American capital cities show patterns in language, including similarities between capitals in particular regions such as Central America and the Caribbean. **I can** compare and rank capital cities using population and area data. **I can** identify patterns in geographical data, including language and location. **I can** use geographical evidence to draw and justify conclusions about different capital cities. **Challenge question: Why might one capital city be larger by population but smaller by area than another? Is population or area the better way to decide how "big" a capital city is? Use geographical evidence to justify your answer.**	**Lesson 5 – Why does North America have different time zones?** **Key vocabulary:** time zone, Greenwich Mean Time, Greenwich Meridian, longitude, latitude, time difference **I know** the Earth rotates from west to east once every 24 hours, causing different places to experience day and night at different times. **I know** the Greenwich Meridian and Greenwich Mean Time (GMT) are used as the starting point for calculating time zones. **I know** North America has multiple time zones because it covers a large distance from east to west; most of North America is west of the Greenwich Meridian and therefore behind GMT. **I can** use a time-zone map to identify the time zones of different North American locations. **I can** calculate time differences between GMT and cities in North America. **I can** identify and explain patterns in local time using a place's position in relation to the Greenwich Meridian. **Challenge question: Why would having just one time zone across the whole of North America cause problems for people's daily lives?**	**Lesson 6 – How does geography shape the way people live and work in North America?** **Key vocabulary:** settlement, population, tourism, agriculture, influence **I know** that physical geography, including climate, landscape and natural resources, can affect how people live and work. **I know** that climate and landscape can influence where settlements develop and the types of jobs people do. **I know** that physical and human geography are connected; geographical factors can influence settlement, transport and economic activity. **I can** research and identify the physical and human geographical features of a North American country. **I can** explain cause-and-effect relationships between geography, settlement and economic activity. **I can** use geographical evidence and vocabulary to explain and justify how geography influences people's lives. **Challenge question: If your chosen country had a very different climate, how might its settlements and economy be different?**

Year 6 Term 4: Rivers
How do rivers shape the land and the people who live nearby?

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.

Hook session/cross curricular learning
Visit to Kearsney Abbey.

Lesson 1 – How does the water cycle work, and why are rivers important to it?
Key vocabulary: atmosphere, collection, condensation, evaporation, flooding, groundwater, hydrological cycle, precipitation, riverbank, surface run-off, water cycle, water vapour
I know the water cycle, also called the hydrological cycle, is the continuous movement of water around our planet.
I know that evaporation, condensation and precipitation are key processes that allow water to move through the cycle.
I know that rivers collect surface run-off and transport water back towards the oceans, while heavy precipitation can cause rivers to flood.
Investigating Rivers Plan1.pdf
I can interpret and draw diagrams to show the different stages of the water cycle.
I can explain geographical processes using accurate vocabulary and clear sequences.
I can explain connections between precipitation, rivers, surface run-off and flooding.
Challenge question: What would happen to the water cycle if evaporation, condensation or precipitation stopped occurring? Explain how the other stages would be affected.

Lesson 2 – Where are the UK's most significant rivers?
Key vocabulary: atlas, course, downstream, estuary, geographical location, mouth, physical features, River Severn, River Tay, River Thames, River Trent, River Wye, source, tributary, upstream
I know the UK has many significant rivers, including the River Thames, River Severn, River Trent, River Wye and River Tay.
I know rivers flow from their source to their mouth, often passing through different counties, towns and cities.
I know the River Severn is the longest river in the UK, and major rivers can be found across England, Scotland, Wales and Northern Ireland.
I can use an atlas to locate and name significant rivers across the UK.
Challenge question: How might the locations of major UK rivers have influenced where towns and cities developed? Use examples from your atlas to explain your answer.

Lesson 3 – How does a river change as it travels from source to mouth?
Key vocabulary: channel, confluence, course, downstream, erosion, meander, mouth, riverbank, source, tributary, upper course, middle course, lower course, valley
I know a river begins at its source and travels towards its mouth, where it flows into another body of water.
I know rivers have different features along their course, which can change as the river travels downstream.
I can identify and describe the key features of a river from source to mouth.
I can interpret photographs and diagrams to recognise how a river changes along its course.
Challenge question: How might the landscape surrounding a river influence its journey from source to mouth? Use examples of river features to explain your answer.

Lesson 4 – How can we use Ordnance Survey maps to explore the River Thames?
Key vocabulary: compass directions, contour lines, eastings, four-figure grid reference, grid squares, key, map scale, northings, Ordnance Survey, physical features, River Thames, six-figure grid reference, symbols, topographical map
I know the River Thames is a major river in southern England that flows from its source in Gloucestershire to the Thames Estuary.
I know Ordnance Survey (OS) maps use symbols, colours and a key to represent physical and human geographical features.
I know grid references, compass directions and scale help us locate places and understand distances on maps.
I can use four-figure and six-figure grid references to locate features on an OS map.
I can interpret OS map symbols, keys and contour lines to identify physical and human features.
I can use compass directions and map scales to describe locations and investigate the course of the River Thames.
Challenge question: How can you use evidence from an OS map to describe the landscape surrounding the River Thames?

Lesson 5 – What causes flooding, and how can we reduce its impact?
Key vocabulary: community, consequences, environmental impact, flood, flood risk, floodplain, human impact, precipitation, prevention, rainfall, riverbank, surface run-off
I know flooding occurs when water covers land that is normally dry, often following heavy or prolonged rainfall.
I know flooding can have significant environmental and human impacts, affecting homes, businesses, farmland and natural habitats.
I know people can prepare for flooding and take action to reduce its impact on communities.
I can Identify and explain the physical and human factors that contribute to flooding.
I can interpret geographical information to investigate the causes and consequences of flooding.
I can apply geographical knowledge to explain how people can prepare for flooding and respond to its effects.
Challenge question: If you were responsible for protecting a town at risk of flooding, what measures would you introduce to reduce the impact on people, buildings and the environment? Explain your choices.

Lesson 6 – How do people use rivers, and what impact do these activities have on the environment?
Key vocabulary: conservation, hydroelectric power, industry, irrigation, pollution, recreation, settlement, transport
I know that rivers are used for transport, farming, energy, and recreation.
I know that pollution and overuse can damage rivers.
I know that humans rely on rivers for many daily needs.
I can describe how people use rivers locally and globally.
I can explain how human activity affects river environments.
Challenge question: Which human activity do you think has the greatest impact on rivers, and why?