

Curriculum Skills and Progression Map: Geography

2024-25

Nebula Spirituality Statement

Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.

Old Catton Junior School's Christian Distinctiveness Statement

At Old Catton C of E Junior School, we ensure that the teaching of our Geography curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. Through learning about human geography, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs and religions. Through learning about the challenges and changes our world is facing, children can hope that we learn from the past in order to combat the extremities the Earth has to offer. Our Geography curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Lost Sheep.



The Nebula Federation

Old Catton Junior School



Nebula
where stars are born

Geography - Age Related Statutory Coverage	
Key Stage One	Key Stage Two
<p>Locational knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features • key human features <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <i>Year 3 - Passport to Europe; Year 5 - Exploring Scandinavia; Trade and Economics; Year 6 - The Amazing Americas</i> Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <i>Year 3 - On Our Doorstep; Year 4 - Somewhere to Settle; Year 5 - Our Changing World; Year 6 - The United Kingdom</i> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones. <i>Year 3 - There's No Planet B; Year 6 - The Amazing Americas</i></p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <i>Year 3 - Passport to Europe; Year 4 - Rainforests; Year 5 - Exploring Scandinavia; Our Changing World; Trade and Economics; Year 6 - The Amazing Americas;</i></p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography: climate zones, biomes and vegetation belts <i>Year 3 - There's No Planet B; Year 4 - Extreme Earth; Rainforests; Year 5 - Exploring Scandinavia; Year 6 - The Amazing Americas</i> • Rivers, mountains, volcanoes and earthquakes, and the water cycle

and physical features; devise a simple map; and use and construct basic symbols in a key.
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

This content is explicitly taught to our pupils before they join OCJS, however, to ensure consistency and consolidation of the key themes, we ensure the opportunity for revision of key skills throughout our curriculum.

Year 4 - Extreme Earth; Rainforests; Year 6 - The Amazing Americas

- Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water

Year 3 - On Our Doorstep; Year 4 - Somewhere to Settle; Year 5 - Exploring Scandinavia; Trade and Economics

Geographical skills and fieldwork

Use range of mapping to locate countries and describe features studied

Year 3 - All Around the World, Passport to Europe; Year 4 - Somewhere to Settle; Year 6 - Marvellous Maps; The Amazing Americas

Use eight points of a compass, 4 and 6-figure grid references, symbols /key

Year 6 - Marvellous Maps

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Year 3 - On Our Doorstep; Year 6 - Marvellous Maps; The Amazing Americas

Skills Map – Geography			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can they select geographical vocabulary independently to describe and compare localities? <p>Passport to Europe</p> <ul style="list-style-type: none"> Can they identify that localities may have similar and different characteristics? <p>Passport to Europe</p> <ul style="list-style-type: none"> Can they use and compare two maps explaining the purpose of each? <p>On Our Doorstep</p>	<ul style="list-style-type: none"> Can they explain how a locality has changed over time with reference to physical features and human features? <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Can they suggest different ways that a locality could be changed and improved? <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Can they identify different views around a geographical issue and state their own view? <p>Rainforests</p> <ul style="list-style-type: none"> Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure <p>Extreme Earth</p>	<ul style="list-style-type: none"> Can they identify the links between human and physical geography? <p>Exploring Scandinavia</p> <ul style="list-style-type: none"> Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? <p>Exploring Scandinavia</p> <ul style="list-style-type: none"> Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? <p>Our Changing World</p> <ul style="list-style-type: none"> Can they pose a geographical hypothesis using various sources to draw a conclusion? <p>Trade and Economics</p>	<ul style="list-style-type: none"> Can they explain the links between human and physical geographical processes and how these may affect the future? <p>Marvellous Maps</p> <ul style="list-style-type: none"> Can they explain a range of geographical processes and the effects on people and places? <p>The Amazing Americas</p> <ul style="list-style-type: none"> Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) <p>The Amazing Americas, The United Kingdom</p> <ul style="list-style-type: none"> Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia? <p>The Amazing Americas, Marvellous Maps, The United Kingdom</p>

<p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places, and combine this with observation <p>Passport to Europe</p> <ul style="list-style-type: none"> Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires <p>Passport to Europe</p> <ul style="list-style-type: none"> Suggest own ways of presenting information, including graphically and in writing <p>There's No Planet B</p> <ul style="list-style-type: none"> Collect statistics and present them appropriately <p>On Our Doorstep</p> <ul style="list-style-type: none"> Record information on charts, graphs and tables <p>On Our Doorstep</p>	<p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Draw on own knowledge and understanding when setting up a field work investigation <p>Extreme Earth</p> <ul style="list-style-type: none"> Examine, question, analyse what is discovered, using a range of evidence <p>Extreme Earth</p> <ul style="list-style-type: none"> Discriminate between different sources of information <p>Extreme Earth</p> <ul style="list-style-type: none"> Test conclusions for accuracy <p>Extreme Earth</p> <ul style="list-style-type: none"> Make good use of ICT <p>Rainforests</p> <ul style="list-style-type: none"> Use a database to find out information <p>Rainforests</p> <ul style="list-style-type: none"> Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements <p>Extreme Earth</p>	<p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Rank information found into order of importance <p>Trade and Economics</p> <ul style="list-style-type: none"> Come to accurate conclusions, using information <p>Our Changing World,</p> <ul style="list-style-type: none"> Make careful measurements - e.g. distance <p>Trade and Economics</p> <ul style="list-style-type: none"> Collect statistics about people and places <p>Exploring Scandinavia</p> <ul style="list-style-type: none"> Begin to use a range of graphs, including pie charts <p>Exploring Scandinavia</p>	<p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Suggest relevant issues for further study <p>The United Kingdom</p> <ul style="list-style-type: none"> Carefully select sources of evidence, and sift information <p>The United Kingdom</p> <ul style="list-style-type: none"> Collect statistics about people and places, and set up a database from fieldwork or research <p>The United Kingdom</p> <ul style="list-style-type: none"> Analyse data - e.g. population data - using similarity and difference <p>The Amazing Americas</p> <ul style="list-style-type: none"> Speculate and hypothesise about what is found <p>The Amazing Americas</p> <ul style="list-style-type: none"> Suggest plausible conclusions, and back up with evidence <p>The United Kingdom</p>
--	---	---	--

<p>MAPS</p> <ul style="list-style-type: none"> Use and draw maps with a simple key <p>On Our Doorstep</p> <ul style="list-style-type: none"> Compare information from atlases with that from a globe <p>There's No Planet B</p> <ul style="list-style-type: none"> Use atlases which show physical and human features <p>Passport to Europe, There's No Planet B</p> <ul style="list-style-type: none"> Use contents and index pages of an atlas <p>There's No Planet B</p> <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Work out a location using a range of information <p>There's No Planet B</p> <ul style="list-style-type: none"> Understand the different uses of different places <p>On Our Doorstep</p> <ul style="list-style-type: none"> Understand that different places may have similar / different characteristics and give reasons for these <p>Passport to Europe</p> <ul style="list-style-type: none"> Understand and use the concept of reciprocal link 	<p>MAPS</p> <ul style="list-style-type: none"> Discuss symbols on an OS map <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Discuss how grid references are used to locate points on a map <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Identify time differences around the world <p>Somewhere to Settle</p> <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Work out a location using a range of information <p>Rainforests</p> <ul style="list-style-type: none"> Understand the different uses of different places <p>Rainforests</p> <ul style="list-style-type: none"> Understand that different places may have similar / different characteristics and give reasons for these <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Understand and use the concept of reciprocal link 	<p>MAPS</p> <ul style="list-style-type: none"> Work out a journey time, using their knowledge of time zones <p>Trade and Economics</p> <ul style="list-style-type: none"> Use and understand simple scale <p>Trade and Economics</p> <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Begin to understand geographical pattern – eg. industry by a river <p>Trade and Economics</p> <ul style="list-style-type: none"> Describe and begin to explain patterns and physical and human changes <p>Exploring Scandinavia; Our Changing World,</p> <ul style="list-style-type: none"> Describe how change can lead to similarities between different places 	<p>MAPS</p> <ul style="list-style-type: none"> Use 6 figure grid references <p>Marvellous Maps</p> <ul style="list-style-type: none"> Use a compass to follow a route <p>Marvellous Maps</p> <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Suggest how human activities can cause changes to environment and to the different views people hold <p>The Amazing Americas</p> <ul style="list-style-type: none"> Recognise dependent links and relationships in both human and physical geography <p>The Amazing Americas</p> <ul style="list-style-type: none"> Make a plausible case for environmental change
---	---	---	--

<p>between physical and human features</p> <p>Passport to Europe</p> <ul style="list-style-type: none"> Describe and identify how a place has changed <p>One Our Doorstep</p> <ul style="list-style-type: none"> Understand how economic development can change a place <p>One Our Doorstep</p> <ul style="list-style-type: none"> Express views and recognise how people affect the environment, summarising the issues <p>There's No Planet B</p> <ul style="list-style-type: none"> Understand how weather changes an environment <p>There's No Planet B</p> <ul style="list-style-type: none"> Know the difference between weather and climate <p>There's No Planet B</p> <ul style="list-style-type: none"> Suggest ways towards a reduction in climate change <p>There's No Planet B</p>	<p>between physical and human features</p> <p>Extreme Earth; Rainforests</p> <ul style="list-style-type: none"> Describe and identify how a place has changed <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Understand how economic development can change a place <p>Somewhere to Settle</p> <ul style="list-style-type: none"> Express views and recognise how people affect the environment, summarising the issues <p>Rainforests</p> <ul style="list-style-type: none"> Understand how weather changes an environment <p>Extreme Earth</p> <ul style="list-style-type: none"> Know the difference between weather and climate <p>Rainforests</p> <ul style="list-style-type: none"> Suggest ways towards a reduction in climate change <p>Rainforests</p>	<p>Our Changing World</p> <ul style="list-style-type: none"> Justify own viewpoint or decision, and use new information to adapt their own viewpoint <p>Our Changing World, Trade and Economics</p>	<p>Marvellous Maps</p> <ul style="list-style-type: none"> Interpret other people's arguments for change, analysing and evaluating their viewpoints <p>Marvellous Maps</p>
Greater Depth			
<ul style="list-style-type: none"> Can they make geographical inferences through a variety of geographical sources? 	<ul style="list-style-type: none"> Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? 	<ul style="list-style-type: none"> Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as 	<ul style="list-style-type: none"> Can they collect statistics about people and places from field work or research and analyse data looking for trends?

<ul style="list-style-type: none"> • Can they make links using prior knowledge and ask and answer geographical questions? <p><i>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</i></p>	<ul style="list-style-type: none"> • Can they identify geographical patterns and make connections? <p><i>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</i></p>	<p>new geographical information arises?</p> <p><i>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</i></p>	<ul style="list-style-type: none"> • Can they interpret other people's arguments for change, analysing various sources? <p><i>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</i></p>
--	---	---	--

Geographical Sources of Evidence
<ul style="list-style-type: none"> • Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Infographics • Gazetteers (Geographical dictionary which contains information about locations and statistics) • Audio recordings • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews • Field work objects

Our Long-Term Curriculum Overview:

We teach Geography focusing on 3 key threads: human and geographical features, changes over time and links between locations and communities. These help pupils have a greater grasp on the different elements which make up our planet and the impact of humans on the planet; how the world has changed and will continue to change in the future; and we encourage pupils to identify, understand and explore comparisons of both the physical features around the world, and the human features which link us to the increasingly global community. This links in with our PSHE and History curriculum to help promote and enforce our British Values. These key threads are revisited consistently throughout the years of teaching Geography at OCJS to help ensure gaps are able to filled in pupil’s knowledge.

We alternate the teaching of History and Geography under this banner using elements of ‘the creative curriculum’ and enquiry-based learning. The creative curriculum is a “comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills”.

	Autumn	Spring	Summer
Year 3	Our Passport to Europe	On Our Doorstep	There’s No Planet B
Year 4	Extreme Earth	Rainforests	Somewhere to Settle
Year 5	Exploring Scandinavia	Our Changing World	Trade and Economics
Year 6	The Amazing Americas	Marvellous Maps	The United Kingdom

Key Language:

LKS2:

There's No Planet B	On Our Doorstep	Passport to Europe	Extreme Earth	Rainforests	Somewhere to Settle
Antarctic Arctic Atlas Circle Climate Compass Co-ordinates East Equator Hemisphere Latitude Longitude North Polar region Pole South Southern hemisphere Time zone Tropic of Cancer Tropic of Capricorn	Agriculture Building Change Directions Distance Feature Future Human features Key Land use Map Past Physical features Scale Sketch map Survey Symbol Urban	Area Atlas Capital City Climate Continent Co-ordinates Country Currency Europe Human features Languages Law Locate Map Physical features Population Rivers Sea Tourism	Active Dormant Earthquake Epicentre Erupt Extinct Core Layers Magnitude Mantle Plates Scale Strength Tornado Tsunami Volcano	Amazon Canopy Climate Deforestation Equator Forecast Forest floor Habitat Impact Rainforest Species Temperate Tropic of Cancer Tropic of Capricorn Tropical Tropics Understory layer Weather	Agriculture Building materials Business City Defence Food Housing Industrial Journey Key Leisure Need Origin Pattern Plan Resources Retail Rural Settlement Shelter Site Symbol Town Transport Urban Village

UKS2:

Exploring Scandinavia	Our Changing World	Trade and Economics	The Amazing Americas	Marvellous Maps	The United Kingdom
Arctic Circle	Arch	Export	Continent	Accuracy	Capital
City	Biological weathering	Import	Country	Atlas	City
Climate	Border	El Salvador	City	Borders	Coastline
Compare	Cave	Goods	Expedition	Comparison	Country
Contrast	Chemical weathering	Trade	Settlement	Compass	County
Country	Cliff	Economics	Economy	Co-ordinates	Elevation
Culture	Coastline	Key	Landscape	Difference	England
Daylight	Deposition	Fairtrade	Biome	Direction	Kilometres
Difference	Development	Wellbeing	Climate	Distance	Landscape
Economy	Dune	Communities	Fieldwork	East	Location
Fjord	Erosion	Project	Measure	Grid reference	Mountain
Human features	Erosion	Sustainable	Observe	Index	Mouth
Latitude	Human changes	Principles	Record	Measure	Northern Ireland
Location	Landmass	Globalisation	Map	North	Ocean
Mountains	Physical changes	Brand	Sketch	North East	Population
Nordic	Physical weathering	Multinational	Graph	North West	River
North Pole	Protection	company	Polar	Ordnance Survey	Scotland
Norway	Regeneration	Supply	Arctic	Physical	Source
Physical geography	Stack	Tudor	Temperate	Similarity	Topographical map
Population	Stump	Victorian	Subtropical	South	United Kingdom
Rotation	Union	British Empire	Latitude	South East	Urban
Settlements	Weathering		Longitude	South West	Wales
Similarity			Prime/Greenwich	Symbols	
Temperature			Meridian	West	
Tundra			Time zone		
Weather					

Deeper Learning Questions/High Order Questions: During each History unit, children will carry out a Deeper Learning task in the form of a question to help develop their understanding and to help them apply their learning to a concept or geographical idea. However, anyone is free to adapt, change or create new questions to support/challenge the children further.

<u>Topic</u>	<u>Learning Objective</u>	<u>Higher Order Questions</u>
Year 3		
Our Passport to Europe	To be able to locate Europe on a world map and identify some of its landforms	Think about the landforms you have looked at today, are there any that you would like to live nearby? Are there any that wouldn't be good to live near?
	LO: To be able to compare European capital cities	Why do you think some cities have a higher population than others? Think about factors such as facilities and resources.
On Our Doorstep	LO: To explore how a chosen area of human geography has changed since 1800.	Why do we have different types of maps? Is there a type which is most useful?
There's No Planet B	LO: To describe the key features of the polar regions and compare them to the UK.	What do you think would be the most challenging part of being a polar explorer is? Why?
	To compare the climate of the tropics with the UK climate.	Why do more people live in the temperate areas of the globe compared to the polar and equatorial regions?
Year 4		
Extreme Earth	LO: To explain how volcanoes affect people's lives.	What are the best parts of living near volcanoes? What are the worst parts of living near volcanoes? Using these points, would you choose to live near a volcano? Explain your reasoning.
	LO: To research and argue in favour of the most Extreme Earth phenomena.	Of all the "Extreme Earth" features you have explored, which do you think would be the most challenging to deal with and why?
Rainforests	LO: To compare the Amazon Rainforest and Sherwood Forest based on both physical and human features.	We don't have any tropical rainforests in the UK, therefore it is more important that we learn about temperate deciduous forests instead. Do you agree with this statement? Explain your reasoning.
Somewhere to Settle	LO: To compare land use in different settlements.	Why are some villages, towns and cities similar to each other, even if they are far apart? Why are some villages, towns and cities different to each other, even if they are close to each other?
	LO: To create a map of a settlement.	What is the most important element to consider when choosing somewhere to settle?

<u>Year 5</u>		
Exploring Scandinavia	LO: To locate and name key Geographical features relating to Scandinavia on a map.	A lot of Scandinavia's major cities are close to the coast and in towards the south of their countries. Why do you think this is?
Our Changing World	LO: To understand how coastal features are formed and identify coastal features of the UK.	Some people believe that the coast should be left to erode. Do you agree or disagree? Why?
	LO: To explore how the make-up of the United Kingdom and how the international borders of Europe have changed over time.	Throughout History, there have been countless invasions by empires and governments. Who should be responsible for preventing these disputes?
Trade and Economics	LO: To explain the importance of fair trade.	If fair trade is so important, why aren't all products fairly traded?
	LO: To predict and explore how trading has changed through history.	What do you think trade will look like in 100 years? Consider goods, trade partners and transport.
<u>Year 6</u>		
The Amazing Americas	LO: To use geographical terminology to describe the location and characteristics of a range of places across the Americas.	Why are the differences between places in the UK less obvious than the differences between places in the Americas?
	LO: To identify similarities and differences in the human and physical geography of my local area and a region of North America.	Would you prefer to live in North America or the UK? Explain your reasoning.
Marvellous Maps	LO: To use grid references to compare how borders have changed over time.	What do you think the main causes of changing borders are?
	To plan a journey using a range of maps and timetables, considering time difference, compass directions and journey length.	What do you think the draw backs of using online mapping apps for navigation, rather than traditional maps?
The United Kingdom	LO: To understand the link between human and physical geography	When building a new settlement, what do you think is the most important factor that needs to be considered?

Longer Writing Opportunities: We recognise the importance for children to get the opportunity to do extended writing across the curriculum and as a result, we have planned for a longer piece of writing to be in every Geography unit. The table below highlights the longer pieces of writing children may complete. However, due to the creative curriculum elements of our Geography lessons, some pieces of writing may be substituted to follow the lines of enquiry that were explored in the lesson.

<u>Topic</u>	<u>Learning Objective</u>	<u>Longer Writing Opportunity</u>
<u>Year 3</u>		
Passport to Europe	LO: To find out about the human and physical features of a European country.	Travel Brochure Persuade people to visit a European country of your choice, looking at both physical and human features
Our Passport to Europe	LO: To explore how a locality could be improved over time.	Persuasive argument/script You are a consultant that has been hired by Norfolk County Council to improve Old Catton. You need to decide what Old Catton is missing and what can be added to make it a more desirable place to live.
There's No Planet B	LO: To explain the position and significance of time zones.	Diary Entry Write a range of diary entries from the point of view of children about what they are doing at this moment across the world.
<u>Year 4</u>		
Extreme Earth	LO: To explain what causes tsunamis and how they affect people	News Bulletin Create a news bulletin reporting from an area hit by a tsunami. Interview eyewitnesses and explain what has happened to your audience.
Rainforests	LO: To explain the effects humans are having on the rainforests.	Persuasive Letter Write a letter to either the Prime Minister or the Environment Minister, asking them to do more to protect the rainforests.
Somewhere to Settle	LO: To explore how the local area has changed over time.	Non-chronological report Write a report on how the locality has changed/remained the same over time.

<u>Year 5</u>		
Exploring Scandinavia	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Comparison/non-chronological report Children to use a variety of sources of information to compare and contrast the two locations, creating own report on the two locations.
Our Changing World	LO: To explain how and why landscapes change over time.	Non-Chronological Report: Create a balanced report on the changes which are happening to the coastlines around the UK.
Trade and Economics	LO: To explore trade links between El Salvador and the UK.	Diary entries comparison of childhoods
<u>Year 6</u>		
Amazing Americas	LO: To describe the characteristics and significance of a natural wonder of the Americas.	Campaign Pitch It is your task to create a pitch promoting a Natural Wonder from the Americas
Marvellous Maps	To describe why land use has changed over time.	Non-Chronological Report Document physical and human changes over time.
The United Kingdom	LO: To present findings, including a researched conclusion	Persuasive Speech Create a persuasive speech convincing others in the class that your chosen feature is the most important element to include on the map. Include an evidence-based conclusion

Cross Curricular Links: We understand the importance of a rounded, inclusive curriculum and as a result, here are the main cross curricular learning links that are present in our History curriculum.

LKS2 Cross-Curricular Links:

Passport to Europe	There's No Planet B	On Our Doorstep	Extreme Earth	Rainforests	Somewhere to Settle
<p>English: Persuasive Writing</p> <p>Maths: Graphs, charts and diagrams</p> <p>Computing: Research and sources</p>	<p>English: Persuasive argument</p> <p>Maths: Graphs and charts Directions</p> <p>Science: Agriculture</p> <p>History: Changes: -agriculture -local spaces</p> <p>Computing Programme</p> <p>Art/DT: Landscapes 3-D Maps</p>	<p>English: Diary entry Plan a journey Themed books Travel Brochure</p> <p>Maths: 24hour time Dates Timetable Co-Ordinates</p> <p>Science: Day and night Habitats</p>	<p>English: News report News bulletin drama Poetry</p> <p>Science: Rocks, fossils and soils</p> <p>Art/DT: Clay modelling Build a vehicle</p> <p>Computing: Database software</p> <p>Music: Soundtrack composition</p>	<p>English: Debate Letter writing Drama</p> <p>Maths: Graphs: bar and line Data Temperature</p> <p>Science: Water cycle Plants Habitats Food chains</p> <p>PSHE: Comparing countries</p>	<p>English: Comparison writing Debate Speech</p> <p>Science: Human needs</p> <p>History: Early Settlers Changes to settlements</p> <p>Computing: Programme Roamers</p> <p>Art/DT: Junk modelling Map work – Journeys unit</p> <p>PSHE: Refugees Carbon footprint</p>
<p>Computing: Researching using a range of online sources</p> <p>PSHE: Teamwork Communication Understanding the world</p>					

UKS2 Cross-Curricular Links:

The Amazing Americas	Marvellous Maps	The United Kingdom	Exploring Scandinavia	Our Changing World	Trade and Economics
<p>English: Tourist leaflet Travel itinerary Comparative writing Blog post Persuasive writing</p> <p>Maths: Timetabling</p> <p>Science: Climate</p> <p>History: Explorers</p>	<p>English: Report Writing</p> <p>Maths: Time Timetables Distance Graphs Co-ordinates Measurement</p> <p>History: Local changes over 100 years Political changes</p> <p>Art/DT: Landscapes 3-D models</p> <p>PSHE: Political borders</p>	<p>English: Persuasive writing Reasoning</p> <p>Maths: Statistics Pie Charts Distance Scale</p> <p>Computing: Database Sources</p> <p>Art/DT: Modelling</p>	<p>English: Non-chronological report Drama Letter writing Persuasive writing Dictionary skills Advert/brochure</p> <p>Maths: Statistics Graphs Temperatures</p> <p>Art/DT: Landscapes</p>	<p>English: Persuasive writing</p> <p>Science: Water cycle Rock types</p> <p>History: Changes to education Rise and fall of an empire</p> <p>Art/DT: Design futuristic gadget Photography Clay modelling adverts</p> <p>PSHE: Global Warming</p>	<p>English: Debate Biographies</p> <p>History: Changes to trade</p> <p>Art/DT: Fair Trade recipe Classroom display Coat of Arms</p> <p>PSHE: Fair trade Charities Wages</p>
<p style="text-align: center;">Computing: Researching using a range of online sources PSHE: Teamwork Communication Understanding the world</p>					

Assessment:

For each unit of work completed, the Humanities book of each child clearly outlines the knowledge taught in the unit, alongside the skills taught. Both teachers and pupils assess the understanding gained during each lesson and subject specific vocabulary is corrected. Children are assessed each half term against the skills and knowledge for each unit. This is recorded clearly in the Humanities book of each child and on the Foundation Subject Excel where it is monitored regularly by the subject lead.

Addressing the Gaps and Opportunities to Revisit:

Geography is a key part of the curriculum, aiming to develop children's curiosity through developing their geographical understanding of both human and physical features, understanding how key features of the planet are interlinked and the effect humans are having on the world. It helps to promote an understanding of the complexities of the world we live in and how events across the globe can have a bearing on all lives.

As a result, it is paramount that any gaps in geographical understanding and locational knowledge are recognised and addressed. Due to the closure of schools in 2020 and 2021, there are children in our school who have significant gaps in Geography education. We need to ensure that all pupils are allowed to develop the foundations of their previous year groups expectations before progressing onto their current year groups learning. Teachers of Geography will be using this document to identify the necessary skills needed to fill any gaps before moving them on.

Ensuring and continuing to adopt a culture of learning about the natural world throughout the school, including in classrooms, with displays and opportunities to explore, question and analyse the past will be the strongest asset in building good progress and encouraging a love of our world.

As we teach Geography focusing on 3 key threads: human and geographical features, changes over time and links between locations and communities, this helps ensure that any gaps are able to be filled in pupil's knowledge so they are given many opportunities to grasp the key concepts of Geography.

Reasonable Adjustments and Adaptive Teaching:

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our Geography Curriculum and teaching:

- *Word Banks for pre-learning and to support during topics and themes*
- *Cutting and Sticking Key Words on to work as prompts*
- *Print out portions of work and learning objectives to minimise writing*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*
- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Coloured exercise books*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*
- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

Medium Term Plans:

<u>Topic:</u>	<u>Lesson Objective:</u>	<u>Lesson Assessment Outcomes:</u>	<u>Skills covered in this unit:</u>	<u>Additional Notes:</u>
Passport to Europe	To be able to locate Europe on a world map and identify some of its landforms	Can children locate Europe on a world map? Do children know that the UK is a country in Europe? Can children describe some of the physical geographical features of Europe? Activity: Information guide on different landforms	Year 3: Use prediction and prior knowledge to find out about unknown places, and combine this with observation. Understand and use the concept of reciprocal link	Deeper Learning Question: Think about the landforms you have looked at, are there any that you would like to live nearby? Are there any that wouldn't be good to live near?
Vocabulary: Area Atlas Capital City Climate Continent Co-ordinates Country Currency Europe Human features Languages Law Locate Map Physical features Population Rivers Sea Tourism	To be able to identify and locate countries in Europe	Can children locate Europe on a world map? Can children identify European countries? Can children use a map to identify European countries? Activity: Label different European countries.	between physical and human features. Use prediction and prior knowledge to find out about unknown places, and combine this with observation. Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires. Understand that different places may have similar / different characteristics and give reasons for these.	You will need atlases for this lesson
	To be able to identify European countries according to their features	Can children match European flags to their countries? Can pupils make predictions and use a range of sources? Can children describe ways in which European countries are different from each other? Can pupils understand some sources are more accurate than others? Activity: Predictions/Research European facts		You will need access to the internet for this lesson
	To be able to identify the major capital cities of Europe	Can children describe what a capital city is? Can children identify the capital cities of some European countries? Can children locate European capital cities on a map? Activity: Identify capital cities of European countries		Atlases Access to the internet for challenge
	To be able to compare European capital cities.	Can children understand that there are differences between European cities? Can children use a variety of sources to find out about the geographical features of cities? Can children compare and contrast different European cities? Can pupils use different methods of comparing data? Activity: Work as a class to compare capital cities		Deeper Learning Question: Why do you think some cities have a higher population than others? Think about factors such as facilities and resources. Internet access required
	To find out about the human and physical features of a particular European country	Do children understand the difference between human and physical geography? Can children use a variety of sources of information to find out about a particular country? Can children present the information they have found out appropriately? Activity: Create a travel brochure		Long Writing Opportunity: Travel Brochure: Persuade people to visit a European country of your choice, looking at both physical and human features

<u>Topic:</u>	<u>Lesson Objective:</u>	<u>Lesson Assessment Outcomes:</u>	<u>Skills covered in this unit:</u>	<u>Additional Notes:</u>
On Our Doorstep	To use a key on a map to show how land is used.	I can use a key on a map to show how land is used. I can identify landmarks using a key. I can use symbols and a key to annotate a map. I can choose symbols to use for a key. Activity: Create a key for a map of OCJS	Year 3: Can they use and compare two maps explaining the purpose of each? Use and draw maps with a simple key Collect statistics and present them appropriately Record information on charts, graphs and tables Understand the different uses of different places Describe and identify how a place has changed.	Copies of OCJS maps needed (1 per child)
Vocabulary: Agriculture Building Change Directions Distance Feature Future Human features Key Land use Map Past Physical features Scale Sketch map Survey Symbol Urban	To use and draw a simple sketch map to show how land is used.	I can tell you the purpose of a sketch map. I can identify the features of a sketch map. I can compare a sketch map and a published map. Activity: Create a sketch map (OCJS to Garrick Green works well)		Squared paper needed (1 per child)
	To create a simple map to show how land is used.	I can identify important landmarks in my locality. I can draw a simple sketch map including major landmarks. I can draw a sketch map showing relative distances. I can name landmarks I might see in a chosen area. I can draw a simple sketch map to show buildings in an area. I can annotate my map to show major landmarks. I can annotate a sketch map to show relative distances. Activity: Make a sketch map and then a neater version of Norwich		Teacher will need to get Google Maps of Norwich on the board for pupils to copy.
	To explore how a chosen area of human geography has changed since 1800.	I can draw a simple map to show buildings in an area. I can create a key for a map to show major landmarks. I can draw a map showing relative distances. Activity: Create Choropleth for Norfolk population over time.		Deeper Learning: Why do we have different types of maps? Is there a type which is most useful?
	To explain how farming and its land use has changed over time.	I can list ways we use land in the UK. I can describe an area as urban or rural. I can list land uses in urban and rural areas. I can identify urban and rural areas in the UK. Activity: Use photos to explain how farming has changed over time		Some slides to be printed
	To explore how a locality could be improved over time.	I can list the land use in my local area. I can explain why a balance of land use is important I can suggest different ways to improve my locality I can explain why these factors improve a locality Activity: Speech to improve Old Catton		Longer Writing Opportunity: Write a speech campaigning to improve Old Catton to make it a more desirable place to live.

<u>Topic:</u>	<u>Lesson Objective:</u>	<u>Lesson Assessment Outcomes:</u>	<u>Skills covered in this unit:</u>	<u>Additional Notes:</u>
There's No Planet B	To identify the position of countries in relation to the Equator, the Northern Hemisphere and the Southern Hemisphere.	I can locate the Equator on a map and globe. I can locate the Northern Hemisphere on a map and globe. I can locate the Southern Hemisphere on a map and globe. I can name some of the countries on the Equator. I can tell you more about one country. Activity: Identify countries in each hemisphere, research one country from each	Year 3: Compare information from atlases with that from a globe using atlases which show physical and human features	Globe Atlas Internet access?
Vocabulary: Antarctic Arctic Atlas Circle Climate Compass Co-ordinates East Equator Hemisphere Latitude Longitude North Polar region Pole South Southern hemisphere Time zone Tropic of Cancer Tropic of Capricorn	To identify lines of latitude and longitude (including the Prime Meridian) and use them to find places on maps, atlases and globes.	I can identify lines of latitude and longitude on a map. I can use longitude and latitude to find places on maps, atlases and globes. I can identify a location on a map when the latitude and longitude are provided. I can identify the location of the Prime Meridian. I can tell you why one Prime Meridian was needed. I can tell you why the Prime Meridian's location was chosen. Activity: Locate places on a map using latitude/longitude coordinates	Suggest own ways of presenting information, including graphically and in writing Use contents and index pages of an atlas Work out a location using a range of information	Atlas Copies on maps
	To describe the key features of the polar regions and compare them to the UK.	I can find the North and South Poles on a globe or map. I can identify the Arctic Circle on a globe or map. I can identify the Antarctic Circle on a globe or map. I can compare daylight hours in the UK and polar regions. Activity: Compare daylight hours	Understand how weather changes an environment Know the difference between weather and climate	Deeper Learning: What do you think would be the most challenging part of being a polar explorer is? Why?
	To compare the climate of the tropics with the UK climate.	I can identify the location of the Tropics of Cancer and Capricorn. I can identify differences between the UK and the tropics. I can identify similarities between the UK and the tropics. I can describe the climate in the tropics. Activity: Create a fact file	Suggest ways towards a reduction in climate change	Deeper Learning: Why do more people live in the temperate areas of the globe compared to the polar and equatorial regions?
	To explain the position and significance of time zones	I can tell you why day and night occur. I can tell you why we need to have time zones. I can find the local time in another city using time differences. Activity: Diary entries		Longer Writing Opportunity: Write a range of diary entries from the point of view of children about what they are doing at this moment across the world.
	To understand and describe what climate change is and how it is affecting our world.	I can understand the difference between weather and climate I can tell you what climate change is. I can explain the affect of climate change on our world. I can make suggestions on how to slow down climate change. Activity: Questions, share how to look after the environment		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Extreme Earth	To describe what you find underground.	I can recognise that there is rock under all surfaces. I can list the layers that make up the Earth. I can create and label a cross-section of the Earth. I can compare the Earth's structure to a familiar object. Activity: Explore the make up of the Earth	Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure Draw on own knowledge and understanding when setting up a field work investigation Test conclusions for accuracy	
Vocabulary Active Dormant Earthquake Epicentre Erupt Extinct Core Layers Magnitude Mantle Plates Scale Strength Tornado Tsunami Volcano	To explain how volcanoes are formed	I can show you how tectonic plates move. I can tell you how a volcano is formed. I can name some of the parts of a volcano. I can tell you what happens when a volcano erupts. Activity: Label how volcanoes are formed.	Understand and use the concept of reciprocal link between physical and human features	Deeper Learning Question: What are the best parts of living near volcanoes? What are the worst parts of living near volcanoes? Using these points, would you choose to live near a volcano? Explain your reasoning.
	To explain how volcanoes affect people's lives.	I can tell you where volcanoes are found. I can use extinct, dormant and active when describing volcanoes. I can list the risks and benefits of living near to a volcano. Activity: Pros and cons of living near volcanoes	Understand and use the concept of reciprocal link between physical and human features	
	To describe and understand key aspects of physical geography in the context of earthquakes.	I can tell you where earthquakes happen. I can explain why earthquakes happen. I can tell you how to keep safe in an earthquake. I can compare the strength of earthquakes. Activity: Choice of tasks on slide 11	Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information	
	To explain what causes tsunamis and how they affect people.	I can tell you where tsunamis happen. I can explain what causes a tsunami. I can describe the damage caused by a tsunami. I can tell you how to keep safe in a tsunami. Activity: News report	Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements	Longer Writing Opportunity: News Bulletin : Create a news bulletin reporting from an area hit by a tsunami. Interview eyewitnesses and explain what has happened to your audience.
	LO: To research and argue in favour of the most Extreme Earth phenomena.	I can tell you how tornadoes form. I can explain how scientists collect data about storms. I can explain how scientists compare tornadoes. I can tell you where tornadoes happen. Activity: Predict and research what phenomena is most dangerous.		Deeper Learning Question: Of all the "Extreme Earth" features you have explored, which do you think would be the most challenging to deal with and why?

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Rainforests	To identify and locate areas of the world containing rainforests, using maps and atlases.	I can name some countries where rainforests are found. I can tell you more about one country where rainforests are found. I can use an atlas to find countries of the world where rainforests are found. I can label a map to show countries where rainforests are found. Activity: locate countries on a map using an atlas	Work out a location using a range of information Express views and recognise how people affect the environment, summarising the issues Know the difference between weather and climate Make good use of ICT	You will need atlases
Vocabulary: Amazon Canopy Climate Deforestation Equator Forecast Forest floor Habitat Impact Rainforest Species Temperate Tropic of Cancer Tropic of Capricorn Tropical Tropics Understory layer Weather	To explain the key aspects of a rainforest climate.	I can find the Equator on a map. I can tell you that rainforests are found near the equator. I can find the tropics of Cancer and Capricorn on a map. I can tell you that rainforests are found between the tropics of Cancer and Capricorn. I can tell you the difference between weather and climate. I can describe what the weather is usually like in a tropical climate. Activity: create a weather report for a rainforest.	Use a database to find out information Understand that different places may have similar / different characteristics and give reasons for these Suggest ways towards a reduction in climate change	You will need atlases
	To describe and understand the features of the layers of a rainforest.	I can name the four layers of a rainforest. I can tell you about the climate in each layer. I can tell you about the plants found in each layer. I can tell you some animals that live in each layer. Activity: create an individual or group piece of art		You will need art resources
	To describe the animals and plants living in the rainforest	I can name some animals that live in each layer of the rainforest. I can explain why different animals live in different layers. I can tell you more about one animal living in a rainforest. Activity: fact file about the animals and plants in the rainforest.		You will need access to computers and research books.
	To compare the Amazon Rainforest and Sherwood Forest based on both physical and human features.	I can tell you some similarities between the Amazon Rainforest and Sherwood Forest. I can tell you some differences between the Amazon Rainforest and Sherwood Forest. Activity: Comparison between two places.		Deeper Learning Question: We don't have any tropical rainforests in the UK, therefore it is more important that we learn about temperate deciduous forests instead. Do you agree with this statement? Explain your reasoning.
	To explain the effects humans are having on the rainforests.	I can tell you what deforestation means. I can tell you why deforestation is happening. I can identify positive effects of deforestation. I can identify negative effects of deforestation. I can tell you some things I can do to help limit the impact of deforestation. Activity: Persuasive Letter		Longer Writing Opportunity: Persuasive Letter: Write a letter to either the Prime Minister or the Secretary of State for Environment, Food and Rural Affairs, asking them to do more to protect the rainforests.

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Somewhere to Settle	1: To explain why settlements develop in certain locations.	I can explain what a settlement is. I can identify important features of a settlement site. I can identify reasons settlers have chosen a site I can give reasons why a settlement site might be unsuitable.	Explain how a locality has changed over time with reference to physical features and human features. Suggest different ways that a locality could be changed and improved. Discuss symbols on an OS map. Discuss how grid references are used to locate points on a map. Identify time differences around the world. Understand that different places may have similar / different characteristics and give reasons for these. Describe and identify how a place has changed. Understand how economic development can change a place.	Activity: Describe why settlement sites were chosen and then choose ideal settlement site. Extension: Explain why it is the best site.
Vocabulary: Agriculture Building materials Business City Defence Food Housing Industrial Journey Key Leisure Need Origin Pattern Plan Resources Retail Rural Settlement Shelter Site Symbol Town Transport Urban Village	2: To use maps to identify settlements built by invaders	I can use a key to identify transport links on maps. I can use an atlas to find a route between two places. I can describe directions of travel using the eight compass points.		Activity: Use atlas to identify Roman, Viking and Saxon towns Resources: Atlases
	3: To compare land use in different settlements.	I can list different types of land use. I can identify land use using a digital map. I can identify similarities and differences between land use in different places.		Activity: Comparing Land Use Activity Resources: Access to Google Maps Deeper Learning Question: Why are some villages, towns and cities similar to each other, even if they are far apart? Why are some villages, towns and cities different to each other, even if they are close to each other?
	4: To use maps to identify links between settlements.	I can use a key to identify transport links on maps. I can use an atlas to find a route between two places. I can describe directions of travel using the eight compass points.		Activity: Use maps to identify routes between places Resources: Atlases – road maps ideally but not sure we have these, Google Maps
	5: To explore how the local area has changed over time.	I can identify places in the locality I can look at old maps and photographs and use a range of sources to locate them. I can compare the locality through different periods of time.		Longer Writing Opportunity: Non-chronological report: Write a report on how the locality has changed/ remained the same over time. Resources: Range of maps of Old Catton over the years (I have some!), Photos of Old Catton over the years
	6: To can create a map of a settlement.	I can list important features of a settlement site. I can draw a map of a settlement. I can create a key for a map.		Activity: Design a settlement – pupils may wish for a3 plain paper for this Deeper Learning Question: What is the most important element to consider when choosing somewhere to settle?

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Exploring Scandinavia	To locate and name key Geographical features relating to Scandinavia on a map.	Do children know that Scandinavia is a region in Europe made up of three separate countries? Can children locate Norway, Sweden and Denmark on a map? Can children identify and locate the capital cities of Scandinavia? Activity: Identify locations on maps	Year 5 Collect statistics about people and places Begin to use a range of graphs, including pie charts Can they identify the links between human and physical geography? Describe and begin to explain patterns and physical and human changes Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features?	Deeper Learning Question: A lot of Scandinavia's major cities are close to the coast and in most southern parts of their counties. Why do you think this is?
Vocabulary Arctic Circle City Climate Compare Contrast Country Culture Daylight Difference Economy Fjord Human features Latitude Location Mountains Nordic North Pole Norway Physical geography Population Rotation Settlements Similarity Temperature Weather	To explore the weather and climate of Scandinavia.	Can children make predictions about what the climate in Scandinavia is like based on its geographical location? Can children use graphs and charts to explore the climate in Scandinavia? Do children understand why parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer? Activity: Explore and understand climate data		
	To explore the physical and human features of Scandinavia.	Do children understand what human and physical geographical features are? Can children identify a variety of human and physical geographical features in Scandinavian countries? Do children understand the difference between physical and human geography? Can they identify the links between human and physical geography? Activity: Research human and physical geographical features		
	To compare and contrast an area in the UK with an area in Scandinavia.	Can children compare aspects of physical geography in an area in Scandinavia and an area in the UK? Can children compare aspects of human geography in an area in Scandinavia and an area in the UK? Can children make inferences about how life is different in two different locations based on its physical and human features? Activity: Write a non-chronological report describing the similarities and differences between two places		Longer Writing Opportunity: Comparison/non-chronological report: Children to use a variety of sources of information to compare and contrast the two locations, creating a report on the two locations.
	To be able to plan a tourist visit to a Scandinavian destination.	Can children share facts they have learnt about Scandinavia? Can children suggest locations for a Scandinavian holiday based on various criteria? Can children write persuasively to advertise a Scandinavian holiday destination? Activity: Create a tourism advert		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Our Changing World	To explain how erosion and weathering can change the landscape.	I can tell you what weathering and erosion mean. I can name different types of weathering. I can describe how different types of weathering change rocks. I can describe how erosion changes rocks. Task: Erosion and weathering investigation	Year 5 Skills: 4: Describe how change can lead to similarities between different places 5: Come to accurate conclusions, using information 6: Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? 6: Justify own viewpoint or decision, and use new information to adapt their own viewpoint	Frozen water in plastic bottles, vinegar, sand, bicarbonate of soda, sand
<u>Vocabulary</u> Arch Biological weathering Border Cave Chemical weathering Cliff Coastline Deposition Development Dune Erosion Erosion Human changes Landmass Physical changes Physical weathering Protection Regeneration Stack Stump Union Weathering	To understand how coastal features are formed and identify coastal features of the UK.	I can name some features of a coastline. I can explain how some coastal features are formed. I can explain how erosion and deposition form coastal features. I can name some famous UK coastal features. I can identify the location of some famous UK coastal features. Task: "coastal postcards"	5: Come to accurate conclusions, using information 6: Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? 6: Justify own viewpoint or decision, and use new information to adapt their own viewpoint	Access to computers Deeper Learning Question: Some people believe that the coast should be left to erode. Do you agree or disagree? Why?
	To explain how water and weather have changed the coastline of the UK over time	change the look of a coastline. I can describe how a coastline might have looked in the past. I can describe how a coastline might look in the future. I can name an area of the UK which has been affected by coastal erosion. I can tell you how the shape of Spurn Head has changed over time. Task: Longer Writing Opportunity		Access to computers Longer Writing Opportunity: Non-Chronological Report: Create a balanced report on the changes which are happening to the coastlines around the UK.
	To explore how the make-up of the United Kingdom and how the international borders of Europe have changed over time.	I can identify how the UK's borders have changed over time. I can give reasons why the UK's borders have changed. I can identify how the borders of Europe have changed over time. I can give reasons why the borders of Europe have changed. Task: Map the changes in Europe		Access to atlases (computers and research books as an additional extension) Deeper Learning Question: Throughout History, there have been countless invasions by empires and governments. Who should be responsible for preventing these disputes?
	To explain how and why landscapes change over time.	I can identify similarities in photographs of a landscape taken at different times. I can identify ways a landscape has changed over time. I can give reasons why a landscape might have changed over time. Task: Describe changes		Access to computers
	To predict how physical and human factors might change the landscape in the future.	I can describe how physical changes have affected Earth since 1800. I can tell you some physical changes to the Earth predicted to occur by 2050. I can describe how human activity has changed the Earth since 1800. I can tell you some human activity changes to the Earth predicted to occur by 2050. Task: Predict the UKs future.		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Trade & Economics	To explain the UK's trade links with other countries	I can explain what trading is. I can explain the difference between imports and exports. I can explain why countries need to import goods. I can list some goods exported from the UK. I can list some goods imported to the UK. Activity: Trading Game	2: Make careful measurements - e.g. distance 2: Work out a journey time, using their knowledge of time zones	
Vocabulary Export Import El Salvador Goods Trade Economics Key Fairtrade Wellbeing Communities Project Sustainable Principles Globalisation Brand Multinational company Supply Tudor Victorian British Empire	To explain the UK's trade links with other countries and use maps to show the UK's trade links with other countries.	I can name some countries the UK imports goods from. I can name some countries the UK exports goods to. I can use an atlas to find countries. Activity: 1. Import/Export links; 2. How far do goods travel?	2: Use and understand simple scale 3, 4: Justify own viewpoint or decision, and use new information to adapt their own viewpoint.	
	To explore trade links between El Salvador and the UK.	I can locate El Salvador on a world map. I can describe the climate and landscape of El Salvador. I can name some goods exported from El Salvador to the UK. I can list some issues facing people living in El Salvador. Activity: Longer writing task	5: Rank information found into order of importance	Longer Writing Opportunity: Diary entries - comparison of childhoods
	To explain the importance of fair trade.	I can explain the meaning of fair trade. I can list some products that are fairly traded. I can describe the fair trade process for some products. I can give some reasons why fair trade is important. Activity: Map task sheet of fairtrade products	6: Pose a geographical hypothesis using various sources to draw a conclusion	Deeper Learning Question: If fair trade is so important, why aren't all products fairly traded?
	To explain the global supply chain.	I can describe an example of a global supply chain. I can describe how goods can be the product of more than one country. I can explain the term globalisation. I can list some of the positive and negative effects of multinational companies on local trade. Activity: Venn diagram, impact line and then rank information.	6: Begin to understand geographical pattern - eg. industry by a river	
	To predict and explore how trading has changed through history.	I can describe how trade takes place today. I can describe how trade took place in Tudor and Victorian times. I can identify similarities and differences between trading today and different periods in history. Activities: Predict and research historic trade partners, compare historic and current trade patterns.	Deeper Learning Question: What do you think trade will look like in 100 years? Consider goods, trade partners and transport.	

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Amazing Americas	To identify countries and capital cities of North and South America	<p>Can you identify the countries of North and South America? Can you identify the capital city of a country? Can you tell you that a continent is a large landmass usually made up of a number of countries? Can you identify some countries in North and South America? Can you use an atlas to find the names of countries and cities?</p> <p>Activity: Identify countries and cities in the Americas</p>	Year 6:	
Vocabulary: Continent Country City Expedition Settlement Economy Landscape Biome Climate Fieldwork Measure Observe Record Map Sketch Graph Polar Arctic Temperate Subtropical Latitude Longitude Prime/Greenwich Meridian Time zone	To use geographical terminology to describe the location of a range of places across the Americas.	<p>Can you use geographical terminology to describe the location and characteristics of a range of places across the Americas? Can you explain the meaning of key vocabulary relating to geographical location? Can you explain how latitude affects the physical features of a geographical region? Can you use maps and atlases to locate countries and regions of the Americas? Can you tell you the geographical location and key characteristics of different places across the Americas?</p> <p>Activity: Research and compare 3 different cities</p>	Analyse data – e.g. population data - using similarity and difference Recognise dependent links and relationships in both human and physical geography Suggest how human activities can cause changes to environment and to the different views people hold Use 6 figure grid references	Deeper Learning Question: Why are the differences between places in the UK less obvious than the differences between places in the Americas?
	To describe the climates and biomes of different regions across the Americas.	<p>Can you describe the climates and biomes of different regions across the Americas? Can you describe how latitude influences the climate of an area? Can you explain the difference between climate and weather? Can you tell you about the climate, biome and likely weather conditions of an area of the Americas? Can you identify other areas around the world with similar climates? Can you compare the climate of a region of the Americas with where I live?</p> <p>Activity: Create a weather report for a range of locations</p>		
	To identify physical and human geographical features of my local area.	<p>Can you identify physical and human geographical features of my local area? Can you explain the difference between human geography and physical geography? Can you plan and undertake fieldwork in my local area? Can you present my learning in creative ways?</p> <p>Activity: Fieldwork – make observations about the local area</p>		<i>Field work lesson – looking at a local area to compare with a location in the Americas in lesson 5.</i>
	LO: To identify similarities and differences in the human and physical geography of my local area and a region of North America.	<p>Can you identify similarities and differences in the human and physical geography of my local area and a region of North America? Can you explain the difference between human geography and physical geography? Can you identify similarities and differences between the human and physical geography of Death Valley, California and where I live?</p> <p>Activity: Research a region of North America and compare it to Old Catton</p>		Deeper Learning Question: Despite their vast differences, Death Valley and the UK are both being affected by global warming, which is happening due to human actions. What issues do you think both places are facing? Encourage the pupils to think both about the physical features and the people/animals who live there – such as loss of habitat, less water, more energy usage, plants not surviving, landscape changing due to weathering, animals migrating, people needing to change their lifestyles
	LO: To name and locate the wonders of the world.	<p>Can you tell you the names and locations of the ancient and new wonders of the world? Can you use an atlas to locate the wonders of the world? Can you create a map and key showing the ancient and new wonders of the world?</p> <p>Activity: Locate the 7 New Wonders of the World</p>		<i>This is a short lesson and links with the final lesson.</i>
	LO: To describe the characteristics and significance of a natural wonder of the Americas.	<p>Can you describe the characteristics and significance of a natural wonder of the Americas? Can you read and write coordinates? Can you describe a natural wonder of the Americas in detail?</p> <p>Activity: Pitch a new wonder of the world</p>		Longer Writing Opportunity: Campaign script: It is your task to create a pitch promoting a Natural Wonder from the Americas

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Marvellous Maps	To use grid references to compare how borders have changed over time.	I can look up the co-ordinates of a location. I can find a location on a page by using simple co-ordinates. I can use an index to find a place name. I can find the correct page in an atlas by using the index. Activity: Compare how borders have changed over time.	Speculate and hypothesise about what is found	You will need atlases and laptops Deeper Learning Question: What do you think the main causes of changing borders are?
Vocabulary: Accuracy Atlas Borders Comparison Compass Co-ordinates Difference Direction Distance East Grid reference Index Measure North North East North West Ordnance Survey Physical Similarity South South East South West Symbols West	To use a key to describe features on an Ordnance Survey map.	I can tell you why maps have symbols on them. I can use a key to find out what a symbol means. I can explain what makes a good map symbol. I can recognise some map symbols on an Ordnance Survey map. Activity: Identify OS symbols	Discuss symbols on an OS map Use a compass to follow a route	You will need OS maps
	To use the eight compass points to describe routes on a map.	I can tell you the eight compass points. I can follow directions using the eight compass points. I can give directions using the eight compass points. Activity: Use compasses to follow directions	Use 6 figure grid references Make a plausible case for environmental change	You will need compasses
	To use six-figure grid references to locate places on a map.	I can tell you how to give co-ordinates by going across first and then up. I can find a location from six-figure co-ordinates. Activity: Locate places using 6 figure grid references	Interpret other people's arguments for change, analysing and evaluating their viewpoints	
	To plan a journey using a range of maps and timetables, considering time difference, compass directions and journey length.	I can identify compass direction I can record journey length I can calculate timings of journeys Activity: Plan a journey to Rome		You will need laptops Deeper Learning Question: What do you think the draw backs of using online mapping apps for navigation, rather than traditional maps?
	To describe why land use has changed over time	I can find similarities and differences between photographs of the same location. I can find similarities and differences between maps of the same location. I can suggest what the differences I have seen might tell me about why a place has changed. Activity: Compare maps		You will need a range of maps Longer Writing Opportunity: Report Writing to document physical and human changes over time.

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
The United Kingdom	To be able to identify and describe key geographical features of the United Kingdom	I can identify a range of physical and human features I can identify key statistics about the UK I can present data in an appropriate manner. Activity: Create a database	Year 6: Collect statistics about people and places, and set up a database from fieldwork or research Suggest relevant issues for further study Carefully select sources of evidence, and sift information Suggest plausible conclusions, and back up with evidence	
Vocabulary: Capital City Coastline Country County Elevation England Kilometres Landscape Location Mountain Mouth Northern Ireland Ocean Population River Scotland Source Topographical map United Kingdom Urban Wales	To understand the link between human and physical geography	I can identify a range of physical and human features I can locate physical and human features on a map I can describe the link between the two Activity: Create an island.		Deeper Learning Question: When building a new settlement, what do you think is the most important factor that needs to be considered?
	To plan a geographical study	I can identify a range of physical and human features I can decide what features are important to include on a map I can explain my reasoning. Activity: Plan to make a 3-D map of the UK		
	To research a human and a physical feature of the UK	I can identify a physical and human feature of geography. I can identify physical and human features in the UK I can use a range of sources to ensure accuracy with my findings I can record key information Activity: Research physical and human features to include		
	To present findings, including a researched conclusion	I can identify a range of physical and human features I can say why features are important to the UK I can use evidence to back up my points I can write a conclusion to support my case. Activity: Convince others to include your features on the map		Longer Writing Opportunity: Create a persuasive speech convincing others in the class that your chosen feature is the most important element to include on the map. Include an evidence-based conclusion
	To use findings to create a 3-D map	I can identify a range of physical and human features I can use a range of maps to accurately place features on a map I can consider scale when adding objects to a map Activity: Create the map		