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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **National Curriculum***Pupils should be taught to:* | **Children at the expected level of development will:** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps**Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | ***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*

***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*

***Human and physical geography*** * *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*
* *use basic geographical vocabulary to refer to:*

*-* *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**-* *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop****Geographical skills and fieldwork*** * *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*
* *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*
* *use aerial photographs and plan perspectives to recognise landmarks and basic human 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.*
 | ***Locational knowledge**** *locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*
* *name and locate counties and cities of the United Kingdom, geographical regions and their 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*
* *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*

***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*

***Human and physical geography*** * *describe and understand key aspects of:*

*-* *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water****Geographical skills and fieldwork*** * *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
* *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*
* *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*
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| **By the end of the year, children should be able to…** |
| **Locational Knowledge**  | **Nursery**Talk about where they live and places they visit with their families **Reception**Explore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to where they live. | Name and locate local town on a map of the United Kingdom Understand that they live in England which is a country within the United Kingdom Understand that the United Kingdom is made up of four different countries and identify each countries own flag and capital city Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seasKnow that the Republic of Ireland is not a country of the United Kingdom  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasUnderstand that the United Kingdom is within Europe Understand that the world is made up of seven different continents Understand that continents are made up of multiples countries Be able to name and locate the world’s seven continents and five oceans.Understand that Oceans have multiple seas within them (linking to work done on seas surrounding UK)  | Name and locate countries and major cities of the UK and Europe (inc the location of Russia) identifying human and physical characteristics.Locate and name the main counties and cities of the UKLocate and name main landmarks and physical features of the UK (Stonehenge, Edinburgh Castle, River Severn, Ben Nevis etc.) Compare populations within the United Kingdom Use the eight points of a compass to describe the locations of countries To name and locate 5 different countries in Europe (France, Greece, Germany, Norway and Italy) as well as the UK. Understand that different countries within Europe have varied populations and speak different languages Name and locate geographical regions and their identifying human and physical characteristics (famous European landmarks) | Name and locate countries and major states and cities in South America Use the eight points of a compass to describe the locations of countries Identify their environmental regions/ cities, key physical and human characteristics Understand that the population density is different in particular parts of the country (urban and rural)Understand the differences and changes in land use and patterns overtime within a particular region of South America, taking into account economic and environmental impact.Understand why particular areas of land are more suited to agricultural use.Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn)  | Name and locate countries and major states and cities in North and South America Use the eight points of a compass to describe the locations of countries Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Understand why particular areas of land are more suited to building cities or for agricultural use and why people settled in particular areas – link to rivers, coastline etc.) Describe and explain river formation and key features of river systemsName, locate and describe a local river and understand how it has changed over time.Name, locate and describe some of the world’s major rivers.Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones.Identify differences within average temperature and rainfall at different lines of latitude.Compare climate zones and discuss how they are dependent on their location on Earth Compare the land use in contrasting areas of the U.K and how it has changed over time. | On a world map, locate countries from a variety of the world’s continents. Use the eight points of a compass to describe the locations of countries Identify their main environmental regions, key physical and human characteristics, and major cities.Name and locate the key topographical features within the geographical regions of the U.K including coast, features of erosion, hills, mountain ranges and rivers. Understand how these features have changed over time.Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones. |
| **Place Knowledge** | **Nursery**Talk about where they live and places they visit with their families**Reception**Talk about what they see, using a wide range of vocabulary.Describe what they see, hear and feel whilst outside. | Observe and describe the human and physical geography of a small area of the United Kingdom.Identify human and physical geographical features outlined in section below – including Identify famous buildings within a place in the U.KIdentify different types of buildings Identify why people might visit the placeIdentify famous landmarks and areas of interest  | Understand geographical similarities and differences through studying the human and physical geography of a place within the United Kingdom, and of a place in a non-European country.Compare the climate and temperature of the contrasting placesIdentify the similarities and differences between the buildings in both places Identify why people might like to visit both these places and begin to identify similarities and differences Identify the similarities and differences in the types of transport used in both places Compare societies of both places in terms of language and food they eat  | Compare the specific types of tourism in the UK and why people visit them Identify reasons for differences in buildings, accents, population and food within the UK | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK (East of England), and a region of Europe(Western Europe) and a region of South America (coastal plains).Compare the specific types of tourism in England and South America and why people visit them Compare the societies of both places in terms of language, the food they eat and the leisure activities they doUnderstand that tourism effects particular places and that it may be seasonal Compare the climate zones of both regions or places and how they can vary and affect land use and settlements (example North America has varied climates; it is colder in the North of England etc.)Compare the societies of both places in terms of language, the food they eat and the leisure activities they do | Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St LuciaIdentify reasons for differences in buildings and types of transport within regions (population, land use etc.)Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time Compare the climate zones of different regions or places and how they can vary and affect land use and settlements Identify areas within a particular region or place that generate the most tourism and explain reasons why Examine infrastructure of places and why things such as transport systems vary Identify the key trade within different regions and how it is similar/different Identify how trade within the regions has changed over time and whether it is more or less prevalent that in the past Identify how physical features affect human activity within a region or place Identify the countries and regions that surround the place of study Compare the societies of both places in terms of language, the food they eat, the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc. | Compare a region in UK with a region in N. or S. America with significant differences and similarities.Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time  Identify the impacts of fair trade within regions and how changes around the world such as Brexit, famine, war etc. can affect trade linksUnderstand the impact of events within a region on their tourism (example – war, weather, global issues etc.) Identify how physical features affect human activity within a region or place and ways in which this has changed over time (technology allowing better access, transport links etc.) Identify the countries and regions that surround the place of study Compare the societies of both places in terms of language, the food they eat and the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc. |
| **Human and Physical Geography**  | **Nursery**Use all their senses in hands on exploration of natural materials.Explore collections of materials with similar and/or different propertiesTalk about what they see, using a wide range of vocabulary.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos**Reception**Begin to identify effect of changing seasons on the natural world around them.Talk about what they see, using a wide range of vocabulary.Begin to describe different countries in the world and talk about the differences they have experienced or seen in photos.Begin to describe some similarities and differences between life in this country and life in other countries. | Identify seasonal/daily weather patterns in the UK*Weather changes with the 4 seasons and from one day to the next* Locate hot and cold areas of the UKUse basic Geographical vocabulary to refer to key physical features   | Identify the characteristics of seasonal/daily weather patterns in the UKLocate 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 key physical and human features  | Describe and understand key aspects of physical geography, including plate tectonics, tsunamis, volcanoes and earthquakes.Describe and understand key aspects of human geography, including impact of tsunamis, volcanic eruptions and earthquakes e.g. predictions through comparisons of volcano locations and time periods. | Describe and understand key aspects of physical geography, including: mountains and their climate, animals, biomes and the water cycleDescribe and understand key aspects of human geography, including types of settlement and land use. | Human geography including trade between UK and Europe distribution of resources (Fairtrade).Describe and understand key aspects of rivers, coasts, vegetation belts and climate zones.Describe and understand key aspects of human geography, including land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.Understand how food production is influenced by climate and biomes.Understand the basic process of global warming, its causes, implications and changes required. |
| **Skills and field work**  | **Nursery**Use all their senses in hands on exploration of natural materials.Explore collections of materials with similar and/or different propertiesTalk about what they see, using a wide range of vocabulary.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos**Reception**Explore and respond to different natural phenomena in their setting and on trips.Use all their senses in hands on exploration of natural materials.Draw information from a simple mapExplore collections of materials with similar and/or different properties. | Use maps and atlases to identify the United Kingdom and its countries.Use simple compass directions (North, East, South and West) Use locational and directional language Use photographs to recognise landmarks and basic human and physical featuresDevise simple picture maps.Use simple fieldwork (map of local area) and observational skills to study the geography of their school and the local area. Know their address, including postcode (to be included in writing lessons when writing letters).  | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresUse compass points to describe the continents in relation to each other Devise a simple map; and use and construct basic symbols in a key.Use fieldwork and observational skills to study the key human and physical features  | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Learn the eight points of a compass, and four-figure grid references.Use fieldwork to observe, measure and record the human and physical features in our county using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studiedUse the eight points of a compass, four-figure grid references, symbols and key (to build their knowledge of the United Kingdom and the wider world.)Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps and lines of longitude and latitude) to build their knowledge of the United Kingdom in the past and present.Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Extend to 6 figure grid references with teaching of latitude and longitude in depth.Expand map skills to include non-UK countries.Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  |
| **Knowledge** |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | **All about me – Autumn 1****What is the difference between light and dark? - Aut 2** | **EYFS - Spring 2 – Traditional tales** |  |
| **Autumn 1**All about me will be a topic about the children’s lives. They will be able to name and describe people who are familiar to themTalk about members of their immediate family and communityUnderstand that members of their family make up the local community.Understand that some places are special to members of their community. Know where they live.Know and describe what they can see, hear and feel in their local area using appropriate vocabulary.**Autumn 2 – light and dark (science based with geographical links)**Know that some environments are different to the ones we live in.Recognise some similarities and differences between life in this country and life in other countries | Know that there are different countries in the world and talk about the differences they have experienced or seen in photosReception: Recognise some environments that are different to the one in which they live | **Summer 2**Recognise some similarities and differences between life in this country and life in other countries |
| **Year 1** |  | **Spring 1 – Where do I live?** | **Summer 1 – Why do people visit Lowestoft?** |
|  | LO: To name and locate Lowestoft on a map of the United Kingdom.Use maps and atlases to identify the United Kingdom and its countries.Know how to use maps and atlas’ to identify the UK and its countries.LO: To identify human and physical features in the UK. (focusing on Lowestoft) (Use photographs to recognise landmarks and basic human and physical features)Know how to use photographs to recognise landmarks and basic human and physical featuresLO: To understand where I live in the UK. LO: To understand that the United Kingdom is made up of four different countries - Use simple compass directions (North, East, South and West)Know how to use simple compass directions (North, East, South and West)LO: To Identify each countries own flag and capital city LO: To explore buildings and famous buildings in the UK. (Identify famous landmarks and areas of interest) (Use photographs to recognise landmarks and basic human and physical features)Know how to use photographs to recognise landmarks and basic human and physical featuresLO: To name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (Use maps and atlases to identify the United Kingdom and its countries).Know how to use maps and atlases to identify the United Kingdom and its countries- Know that the Republic of Ireland is not a country of the United Kingdom Show me what you know**Spring 2- Weather** LO: To identify different types of weather. LO: To understand seasonal weather patterns in UK. (Use maps and atlases to identify the United Kingdom and its countries)Know how to use maps and atlases to identify the United Kingdom and its countriesLO: To identify daily Weather patterns in UK ( Use photographs to recognise landmarks and basic human and physical features)Know how to use photographs to recognise landmarks and basic human and physical featuresLO: To explore hot and cold areas in the UKShow me what you know – weather forecast video? | Tourism- what is tourism?LO: To understand what tourism is.LO: To identify why people might visit Lowestoft. (Use locational and directional language)LO: To identify famous landmarks and areas of interest in Lowestoft. Trip to local area (ness point/Maritime museum) - Use simple fieldwork (map of local area) and observational skills to study the geography of their school and the local area. Know how to use simple fieldwork (map of local area) and observational skills to study the geography of their school and the local area. Show me what you know - Devise simple picture maps of Lowestoft. Know how to devise a simple picture mapTrip – visit an area of Lowestoft that may attract tourists. |
| **Year 2** | **Autumn 1 - Continents/oceans** | **Spring 2 – Lowestoft/India** | **Summer 2 – pirates** |
| Recap learning from Year 1 – four countries of UK and capital cities.LO: To explore characteristics of the four countries and capital cities in UKLO: To identify the seven continents and that the UK is in Europe (Use maps, atlases and globes to identify the continents and oceans)Know how to use maps, atlases and globes to identify the continents and oceansLO: To name and locate the seven continents (Use maps, atlases and globes to identify the continents and oceans)Know how to use maps, atlases and globes to identify the continents and oceansLO: To identify and locate the 5 oceans (Use maps, atlases and globes to identify the continents and oceans)Know how to use maps, atlases and globes to identify the continents and oceansLO: To understand that Oceans have multiple seas within them (recap to year 1linking to work done on seas surrounding UK)  | Recap of local area from Year 1 – where are we on a map? Human/Physical features of LowestoftRecap continents and oceans LO: To locate countries on a map (focusing on UK and India) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresKnow how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresLO: To explore features of IndiaLO: To compare features between Lowestoft and India * Compare the climate and temperature of the contrasting places
* Identify the similarities and differences between the buildings in both places
* Identify the similarities and differences in the types of transport used in both places

Fabulous finish – Indian bouquet ( Compare societies of both places in terms of language and food they eat) (Show me what you know task) Identify why people might like to visit both these places  | Recapping compass directions and continents/oceans. Use compass points to describe the continents in relation to each other Use compass points to describe the continents in relation to each otherLO: To Identify seasonal weather in UK(Use maps, atlases and globes to identify the continents and oceans)Know how to use maps, atlases and globes to identify the continents and oceansLO: To locate hot and cold areas of the world in relation to the equator and north/south poles (Use maps, atlases and globes to identify the continents and oceans)Know how to use maps, atlases and globes to identify the continents and oceansLO: To identify physical features of a treasure islandUse aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresKnow how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresLO: To devise a simple map of a treasure island (use and construct basic symbols in a key)Know how to devise a simple map and how to construct a symbols key.Trip to beach - Use fieldwork and observational skills to study the key human and physical features Know how to use fieldwork and observational skills to study the key human and physical features |
| **Year 3** | **Autumn 1 – Mountains, volcanoes and earthquakes** |  | **Summer 1 –Europe** |
| LO: To identify the key features of a mountain. Describe and understand key aspects of physical geography, including plate tectonics, tsunamis, volcanos and earthquakes.Know what physical geography is.Know how to identify and describe aspects of physical geography.LO: To identify where Mount Everest is and facts about its history. * First ascent (Edmund Hillary and Tenzing Norgay)

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.LO: To understand how mountains are formed. Describe and understand key aspects of physical geography, including plate tectonics, tsunamis, volcanoes and earthquakesLO: To explain how volcanoes are formed.- To understand the role of tectonic plates.LO: To understand why some people choose to live near volcanoes. -debate: should people be allowed to live near volcanoes? Give reasons for and against (British Values link)LO: To understand what earthquakes are and why they occur.LO: To explain what causes tsunamis and how they affect people. Show me what you know – class models? |  | LO: To compare populations between countries in the United Kingdom (re-cap UK countries and capital cities).LO: To locate and name main landmarks and physical features of the UK (eg. Stonehenge, Edinburgh Castle, River Severn, Ben Nevis etc.) Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.LO: To name and locate different countries in Europe. * France, Greece, Germany, Norway and Italy (Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied) Know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

LO: To identify similarities and differences between different countries and their people in Europe (eg. Population/language/culture)LO: To name and locate geographical regions and their identifying human and physical characteristics (focus on European landmarks) (Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied)Know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.LO: To create a class travel brochure about Europe (show me what you know) – include links with tourism.  |
| **Year 4** |  | **Spring 1 – South America** | **Summer 1 – Tourism** |
|  | LO: To recap our locational knowledge of Europe from Year 3. (France, Greece, Norway, Germany and Italy)LO: To name and locate countries, major states and cities in South America (use 8 points of a compass to describe these in relation to one another)Know how to use 8 points of a compass to describe these in relation to one anotherLO: To name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied)Know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied)LO: To Identify environmental regions in South America.Amazon Rainforest! Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studiedKnow how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied)LO: To understand what population density is and how it differs in different parts of South AmericaLO: To understand the differences and changes in land use and patterns overtime (focus on impact of this and why some areas are better used for agricultural use).Show me what you know – plan a trip around South America | To understand what tourism is and what impact it has on society ( look at why it may be seasonal).LO: To identify physical and human features of regions in England, North America. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studiedKnow how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied) **Recap learning from South America**LO: To compare physical and human features of regions in England and North America.LO: To compare tourism in England and North America and why people visit these places.LO: To compare the societies of England and a country in North America including language, food and leisure activities.LO: To understand what it might be like to live in a North American Country (discuss climate zones and land use).Show me what you know-Trip to local area/land mark Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.Know how to use fieldwork to observe, measure and record the human and physical features in the local areaTrip will be linked with 11B411 – Hiking heros - beach |
| **Year 5** | **Autumn 1 – Climate zones** |  | **Summer 1 – Rivers** |
| LO: To locate the different climate zones on a world map Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Know what latitude/longitude and the Greenwich Meridian are.LO: To identify the different types of farming.Know how farming differs across the world and how this relates to climate.LO: To understand how and where our food is from. -Use a variety of food packaging and look at where different foods come from. Why?Compare the climate zones of different regions or places and how they can vary and affect land use and settlementsLO: To understand the journey of a banana E.g. Link to Fairtrade of bananas in St LuciaIdentify the key trade within different regions and how it is similar/different To know what trade and fair trade is.To investigate human geography including trade between UK and Europe distribution of resources (Fair trade).LO: To understand the impact the weather has on farming Compare the climate zones of different regions or places and how they can vary and affect land use and settlements Know the climate zones of different regions or places and how they can vary and affect land use and settlementsLO: To recognise the challenges in farming To investigate how climate and transport can cause challenges.To know why climate and transport can cause challenges.Show me what you know |  | LO: To name and identify rivers and countries they are in. (Focus on N+S America) Use maps, atlases, globes and digital/computer mapping (Google Earth) to name and locate countries and major states and cities in North and South America Use the eight points of a compass to describe the locations of countries Know how to use maps, atlases, globes and digital/computer mapping (Google Earth)Know how to use eight points of a compassLO: To explore the formation of rivers.LO: To explore erosion and deposition LO: To use a 6 figure grid reference to locate settlements on rivers Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.LO: To compare two rivers. (use 1 river from N.America and 1 from S.America)LO: To plot a settlement.Know why particular areas of land are more suited to building cities or for agricultural use and why people settled in particular areas – link to rivers, coastline etc.) Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Show me what you know – make model riverTrip – visit River WaveneyUse fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Year 6** | **Autumn 1 – Coasts** | **Spring 1 – Biomes** |  |
| LO: To locate countries from a variety of the world’s continents well known for coastal lines.On a world map, locate countries from a variety of the world’s continents. Know how to locate countries from a variety of the world’s continents on a world map.LO: To explain how beaches are formed.Name and locate the key topographical features within the geographical regions of the U.K including coast, features of erosionKnow what topographical features and geographical regions are.L.O. Understand how erosion impacts the shape of the coast.Know what erosion is.Understand how topographical features have changed over time.LO: Identify geographical features of coastal settlements LO: Understand the effects of tourism on coastal towns (link to Lowestoft)L.O. Explain how a coastal area has changed over time Show me what you knowLO: To compare two coastal towns. EG- Lowestoft and Brazil.Compare the societies of both places in terms of language, the food they eat and the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc.Trip: Could the children to go to North Denes and look at some of the beach and cliffs? | L.O. To explore and understand biomes. Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones.Know where and what these areas are.Understand how climate and vegetation are connected in biomesL.O. To explore and understand the tundra biome.Understand the basic process of global warming, its causes, implications and changes required.Know what global warming is and the implications it has.LO: To use a six figure grid reference (focus on Antarctic. Children to answer questions using the grid reference).L.O. To explore and understand the woodland biome.Describe different biomes and how plants and animals are adapted to them. Know how to use a six figure grid reference.L.O. To explore and understand grassland biome. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.Know how food production is influenced by climate and biomes.L.O. To explore and understand the savannah biomes.Describe different biomes and how plants and animals are adapted to them. Know what animals/plants are found in the Savannah.L.O. To explore and understand rainforest biomesKnow how climate and vegetation are connected in biomes.Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.Show me what you know. |  |