



Geography Curriculum Map – Year 1 to Year 6

Year 1

Taught in...	Unit of work	Previous Learning	Intended Learning	Key Vocabulary
<p>Autumn</p>	<p>What is it like here?</p> <p><<Knowledge Organiser>></p>	<p>ELG</p> <ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Understand that some places are special to members of their community. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Draw information from a simple map. - Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>Lesson 1: Where in the world are we?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know that aerial means from above. • I know that objects look different from an aerial view. • I know the name of the country I live in. • I know the name of the village/town/city I live in. <p>Skills</p> <ul style="list-style-type: none"> • I can identify three features of my local area on an aerial photograph. • I can locate the country I live in on a map. <p>Lesson 2: What can we see in our classrooms?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know a map is a picture of a place from above. • I know that we can use a map to find out information about a place. <p>Skills</p> <ul style="list-style-type: none"> • I can represent four classroom features using objects to create a messy map. • I can begin to use directional language to describe the location of features. <p>Lesson 3: What can we find in our school grounds?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know that 'grounds' means the whole area that the school covers. • I know that a symbol is a mark that represents a feature on a map. <p>Skills</p> <ul style="list-style-type: none"> • I can identify four features in the school grounds. • I can use a simple map to identify these features. • I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location. <p>Lesson 4: Where are the different places in our school?</p>	<p>aerial view land location village city aerial photograph sea country town map globe place directional language symbol features atlas distance country key locate north survey questionnaire Improve</p>

			<p>Skills</p> <ul style="list-style-type: none"> • I can draw three features on a map. • I can use simple shapes or symbols. • I can use directional language to describe the location of features. <p>Lesson 5: How do we feel about our playground?</p> <p>Skills</p> <ul style="list-style-type: none"> • I can explain how I feel about three areas of the playground. • I can complete a questionnaire to express my opinion. • I can summarise the results of a survey. <p>Lesson 6: Can we make our playground even better?</p> <p>Skills</p> <ul style="list-style-type: none"> • I can draw a design to improve three areas of the playground. • I can use the results from the survey to think of ideas for my design. 	
Spring	<p>What is the weather like in the UK?</p> <p><<Knowledge Organiser>></p>	<p>ELG</p> <ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Lesson 1: Where is the UK?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can recall the four countries of the UK. • I know which country I live in. <p>Skills</p> <ul style="list-style-type: none"> • I can locate Europe on a world map. • I can locate the UK on a world map. • I can locate the four countries of the UK on a map. <p>Lesson 2: What are the four seasons?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can name the four seasons. • I can identify the current season. • I can describe some of the changes in each season. <p>Skills</p> <ul style="list-style-type: none"> • I can identify and explain why items represent seasonal changes. <p>Lesson 3: What are the compass directions? (*field work lesson)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know the four compass directions are north, east, south and west. • I know the arrow on a compass always points north. <p>Skills</p> <ul style="list-style-type: none"> • I can describe the location of features using simple compass directions. <p>Lesson 4: What is the weather like today? (*field work lesson)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe different types of weather. 	<p>atlas</p> <p>capital city</p> <p>climate</p> <p>compass</p> <p>continent</p> <p>country</p> <p>direction</p> <p>land</p> <p>locate</p> <p>location</p> <p>map</p> <p>rain gauge</p> <p>season</p> <p>temperature</p> <p>thermometer</p> <p>weather</p> <p>weather vane</p>

			<p>Skills</p> <ul style="list-style-type: none"> • I can measure different types of weather in different ways. • I can use compass directions to describe the weather in different locations. <p><u>Lesson 5: Is the weather the same everywhere in the UK?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know that the weather is not the same everywhere in the UK. <p>Skills</p> <ul style="list-style-type: none"> • I can locate the country I live in. • I can locate the capital city of the country I live in. • I can begin to locate the capital cities of each country in the UK. <p><u>Lesson 6: How do people prepare for the weather?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe the weather in each season. <p>Skills</p> <ul style="list-style-type: none"> • I can suggest what people might wear in each season. • I can suggest activities people might do in each season. 	
<p>Summer (planning coming April)</p>	<p>What is it like to live in Shanghai?</p> <p><<Knowledge Organiser>></p>		<p>Lesson 1: Knowledge</p> <p>Skills</p> <p>Lesson 2: Knowledge</p> <p>Skills</p> <p>Lesson 3: Knowledge</p> <p>Skills</p> <p>Lesson 4: Knowledge</p> <p>Skills</p> <p>Lesson 5:</p>	

			Knowledge Skills Lesson 6: Knowledge Skills	
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Year 2

Taught in...	Unit of work	Previous Learning	Intended learning	Key Vocabulary
Autumn	Would you prefer to live in a hot or cold place? <<Knowledge Organiser>>	-Name and locate the four countries on a map of the UK. -Identify the country they live in. -Identify the four seasons. -Describe some seasonal changes. -Identify the four compass directions. -Use the compass directions to describe the location of features.	Lesson 1: Where are the continents? Knowledge <ul style="list-style-type: none"> I can name the seven continents. I know that a continent is a large area of land. Skills <ul style="list-style-type: none"> I can locate the seven continents on a world map. Lesson 2: Where are the coldest places on Earth? Knowledge <ul style="list-style-type: none"> I know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point on the Earth. Skills <ul style="list-style-type: none"> I can locate the North Pole on a world map. I can locate the South Pole on a world map. I can identify some of the physical features of the poles. Lesson 3: Where is the Equator? Knowledge <ul style="list-style-type: none"> I know the Equator is an imaginary line around the middle of the Earth. 	continent map land ocean country locate sea globe desert climate pack ice arid compass weather ice sheet savannah grasslands

		<p>-Observe and describe daily weather patterns.</p> <p>-Begin to locate the four capital cities of the UK.</p> <p>-Explain what the weather is like during each season in the UK.</p> <p>-Suggest appropriate clothing and activities for each season.</p>	<ul style="list-style-type: none"> I know some of the features found on the Equator. <p>Skills</p> <ul style="list-style-type: none"> I can identify two countries located on the Equator. <p>Lesson 4: What is life like in a hot place?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that a 'human feature' is something built by humans. I know that a 'physical feature' is something that is on Earth naturally. <p>Skills</p> <ul style="list-style-type: none"> I can locate Kenya on a world map. I can describe some human and physical features of the region. I can describe some key similarities and differences between the UK and Kenya. <p>Lesson 5: Do we live in a hot or cold place? (*field work lesson)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that 'weather' means short-term conditions and 'climate' means long-term conditions. I know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. <p>Skills</p> <ul style="list-style-type: none"> I can measure and record local weather conditions. I can recognise different types of climate on a world map. <p>Lesson 6: Would you prefer to live in a hot or cold place?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know why some countries are hotter or colder than others. <p>Skills</p> <ul style="list-style-type: none"> I can recognise three features of a hot place and three features of a cold place. I can locate one hot country and one cold country on a world map. 	<p>tropical vegetation</p> <p>rainforest</p> <p>weather</p> <p>polar</p> <p>human feature</p> <p>rural</p> <p>physical feature</p> <p>Equator</p> <p>urban</p> <p>rain gauge</p>
Spring	<p>What makes our world wonderful?</p> <p><<Knowledge Organiser>></p>	<p>-Name and locate the seven continents on a world map.</p> <p>-Locate the North and the South Poles on a world map.</p> <p>-Locate the Equator on a world map.</p> <p>-Describe some similarities and</p>	<p>Lesson 1: What are some of the UK's amazing features and landmarks?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can recall what a 'human feature' is and give examples of it. I can recall what a 'physical feature is and give examples of it. <p>Skills</p> <ul style="list-style-type: none"> I can locate the four capital cities on a map of the UK. I can identify human and physical features on an aerial photograph. I can identify the characteristics of the four countries and capital cities of the UK. 	<p>aerial photograph</p> <p>capital city</p> <p>continent</p> <p>country</p> <p>data collection</p> <p>fieldwork</p> <p>human feature</p> <p>key</p> <p>lake</p> <p>land</p>

differences between the UK and Kenya.
 -Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
 -Recognise the features of hot and cold places.
 -Locate some countries with hot or cold climates on a world map.

- I can use locational language and the compass points (N, S, E, W) to describe the location of features on a map.

Lesson 2: Where are some of the world's most amazing places?

Knowledge

- I can recall the seven continents of the world.
- I can recall which continent we live in.
- I know the largest continent is Asia.
- I know the smallest continent is Oceania.
- I know that Oceania is the furthest from the UK.

Skills

- I can locate the seven continents on a world map.
- I can identify and sort human and physical features.
- I can locate some human and physical features on a world map.

Lesson 3: Where are our oceans?

Knowledge

- I can name the five oceans.
- I understand the difference between oceans and seas.

Skills

- I can locate the five oceans on a world map.

Lesson 4: What is amazing about our local area?

Knowledge

- I know that we use symbols on a map because they are easier to read.
- I know what a key is on a map.
- I know how to hold a map in order to read it easily.

Skills

- I can use an aerial photograph to draw a simple sketch map.
- I can use symbols to represent human and physical features.
- I can use a key to identify features.
- I can begin to draw objects to scale.

Lesson 5: Why are natural habitats special? (*field work lesson)

Knowledge

- I know that field work means collecting data outside of the classroom.
- I know what a 'five-bar gate' tally mark is.

Skills

- I can make observations of physical features.
- I can sketch findings on a map.
- I can complete a tally chart.

landmark
 locate
 location
 map
 north
 physical feature
 ocean
 OS map
 river
 sample
 sea
 scale
 symbol
 tally chart
 vegetation

			<p><u>Lesson 6: How can we look after natural habitats?</u></p> <p>Skills</p> <ul style="list-style-type: none"> • I can present my findings in a bar chart. • I can evaluate my findings. • I can explain why some areas of vegetation had more plants and animals than others. • I can suggest ways to look after natural habitats. 	
<p>Summer (planning coming April)</p>	<p>What is it like to live by the coast?</p> <p><<Knowledge Organiser>></p>		<p>Lesson 1: Knowledge</p> <p>Skills</p> <p>Lesson 2: Knowledge</p> <p>Skills</p> <p>Lesson 3: Knowledge</p> <p>Skills</p> <p>Lesson 4: Knowledge</p> <p>Skills</p> <p>Lesson 5: Knowledge</p> <p>Skills</p> <p>Lesson 6: Knowledge</p> <p>Skills</p>	

near volcanoes?

[<<Knowledge Organiser>>](#)

-Identify and locate characteristics of the UK on a map.
-Identify human and physical features.
-Locate human and physical features on a world map.
-Explain the difference between oceans and seas.
-Name and locate the five oceans on a world map.
-Use an aerial photograph to draw a simple sketch map.
-Collect data by sketching findings on a map and completing a tally chart.
-Present their findings in a bar chart.

- I know that the inner core is the hottest layer of the Earth.
- I know that the mantle is the deepest layer of the Earth.
- I know that we live on the crust.
- I know that the outer core is the layer outside of the inner core.
- I know I would find the tectonic plates in the crust.
- I know what a tectonic plate is.

Lesson 2: Where are mountains found?

Knowledge

- I know that most mountains are found on or near plate boundaries.
- I can name a mountain range and state which continent it is in.

Skills

- I can explain that a mountain is formed by tectonic plates.
- I can explain how fold mountains, fault-block mountains and volcanic mountains are formed.
- I can use a topographical map to find a mountain.

Lesson 3: Why and where do we get volcanoes?

Knowledge

- I can list the three ways volcanoes can be classified.
- I can describe where to find volcanoes globally.
- I can explain how volcanoes form and describe their features.

Skills

- I can use the computer to research volcanoes around the world.

Lesson 4: What are the effects of a volcanic eruption?

Knowledge

- I can describe the negative and positive effects of living near a volcano.

Skills

- I can summarise why people live near volcanoes.

Lesson 5: What are earthquakes and where do we get them?

Knowledge

- I can state what an earthquake is.
- I can describe where earthquakes happen.
- I can describe the negative effects of earthquakes.

Skills

- I can find patterns when looking at the location of earthquakes, volcanoes and mountains based on observations on a map.

Lesson 6: Where have the rocks around school come from? (*field work lesson)

Knowledge

crust
magma
tectonic plate
plate boundary
fold mountain
fault-block mountain
volcanic mountain
atlas
composite volcano
shield volcano
magma chamber
vent
pyroclastic flow
active volcano
dormant volcano
extinct volcano
negative effects
positive effects
fertile soil
climate change
volcanic springs
geothermal energy
index
earthquake
tsunami

			<ul style="list-style-type: none"> I can use a symbol on a map to show where I found the rocks. I can identify the types of rocks and discuss where they have come from. <p>Skills</p> <ul style="list-style-type: none"> I can observe different rocks and record them digitally. 	
Summer	<p>Who lives in Antarctica?</p> <p><<Knowledge Organiser>></p>	<p>-Name and locate the seven continents on a world map.</p> <p>-Locate the North and the South Poles on a world map.</p> <p>-Locate the Equator on a world map.</p> <p>-Describe some similarities and differences between the UK and Kenya.</p> <p>-Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</p> <p>-Recognise the features of hot and cold places.</p> <p>-Locate some countries with hot or cold climates on a world map.</p>	<p>Lesson 1: What is climate?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can identify significant lines of latitude. I can describe the global climate zones. <p>Skills</p> <ul style="list-style-type: none"> I can use an atlas to locate the equator and hemispheres. I can begin to explain why we have different seasons in each hemisphere. I can begin to explain why we have lines of longitude and latitude. <p>Lesson 2: Where is Antarctica?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can describe the weather and landscape in Antarctica. I can describe the physical features of Antarctica. I can explain the key points of the Antarctic Treaty. <p>Skills</p> <ul style="list-style-type: none"> I can use an atlas and globe to locate Antarctica. <p>Lesson 3: Who lives in Antarctica?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can state who visits and lives in Antarctica. I can explain how people adapt to life in a polar climate. I can describe what research is done in Antarctica. <p>Skills</p> <ul style="list-style-type: none"> I can summarise what life in Antarctica would be like by writing a postcard as a researcher. <p>Lesson 4: Who was Shackleton?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can explain who Shackleton was and describe his expedition. <p>Skills</p> <ul style="list-style-type: none"> I can use four-figure grid references to plot a route. I can discuss similarities and differences between Antarctica and the UK. <p>Lesson 5: Can we plan an expedition around school?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can recall how to use a compass. <p>Skills</p>	<p>lines of latitude</p> <p>lines of longitude</p> <p>hemisphere</p> <p>climate</p> <p>climate zone</p> <p>compass points</p> <p>direction</p> <p>treaty</p> <p>ice shelf</p> <p>ice sheet</p> <p>drifting ice</p> <p>iceberg</p>

			<ul style="list-style-type: none"> • I can zoom in and out of a digital map. • I can give instructions using the points of a compass. • I can identify human and physical features on a map. • I can make my own map. <p>Lesson 6: How did our expedition go? (*field work lesson)</p> <p>Skills</p> <ul style="list-style-type: none"> • I can begin to follow instructions using the eight points of a compass. • I can map the route taken on a map. • I can evaluate my expedition. 	
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Year 4

Taught in...	Unit of work	Previous Learning	Intended learning	Key Vocabulary
Autumn	Why are rainforests important to us? <<Knowledge Organiser>>	-Identify and locate characteristics of the UK on a map. -Identify human and physical features. -Locate human and physical features on a world map. -Explain the difference between oceans and seas. -Name and locate the five oceans on a world map. -Use an aerial photograph to draw a simple sketch map. -Collect data by sketching findings on a	<p>Lesson 1: Where in the world are tropical rainforests?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe a biome and give some examples. <p>Skills</p> <ul style="list-style-type: none"> • I can use an atlas to find the location of the Amazon rainforest. • I can use photographs and maps to list some features of the Amazon rainforest. <p>Lesson 2: What is the Amazon rainforest like?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can name the four layers of a tropical rainforest. • I can describe the characteristics of each layer. • I can describe how vegetation has adapted to living in a rainforest. • I can define vegetation belt. <p>Lesson 3: Who lives in the rainforest?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can define the word indigenous. • I can give examples of how indigenous peoples use the Amazon's resources. • I can begin to discuss how the Amazon rainforest changes over time. 	biome Equator Tropic of Capricorn Tropic of Cancer lines of latitude buttress roots lianas vegetation vegetation belts forest floor understory layer canopy layer emergent layer deforestation community indigenous peoples drought greenhouse gas global warming logging

		map and completing a tally chart. -Present their findings in a bar chart.	<p>Skills</p> <ul style="list-style-type: none"> I can compare maps from different points in time. <p>Lesson 4: How are rainforests changing?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can list why tropical rainforests are important. I can describe how humans harm the Amazon rainforest. <p>Skills</p> <ul style="list-style-type: none"> I can discuss what we can do to make positive environmental changes to the Amazon rainforest. <p>Lesson 5: How is our local woodland used? : Data collection (*field work lesson)</p> <p>Skills</p> <ul style="list-style-type: none"> I can assess and avoid risks when out of the school grounds. I can collect data through sketching, questioning and recording information on a tally chart. I can map the route I am taking. <p>Lesson 6: How is our local woodland used? : Findings</p> <p>Skills</p> <ul style="list-style-type: none"> I can draw a bar chart representing how people use the woodland. I can summarise how often and when people visit the woodland. I can discuss what people like and would change about the woodland. 	<p>mining method risk route questionnaire enquiry data analyse</p>
Spring	<p>Where does our food come from?</p> <p><<Knowledge Organiser>></p>	Available April	<p>Lesson 1: How can our food choices impact the environment?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can state why certain foods grow in different biomes. I can define 'food miles'. <p>Skills</p> <ul style="list-style-type: none"> I can explain ways in which food choices can harm the environment. I can describe how to make small changes to a diet to help fight climate change. <p>Lesson 2: What does it mean to trade responsibly?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know what trading responsibly means. <p>Skills</p> <ul style="list-style-type: none"> I can explain how responsible trading supports equality. I can discuss some of the advantages and disadvantages of importing food. <p>Lesson 3: How do we get our chocolate?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I understand there are different opinions on importing products. 	<p>air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size</p>

			<ul style="list-style-type: none"> • I can recall the locations a cocoa bean travels through to reach the UK. • I can describe the process from cocoa bean to chocolate. <p><u>Lesson 4: Where does our food come from?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know that all food does not come from the UK and when it does not it is called 'imported'. <p>Skills</p> <ul style="list-style-type: none"> • I can label countries on a world map using an atlas. • I can use the scale bar on a map to calculate approximate food milage. • I can ask questions about where the food I eat comes from. <p><u>Lesson 5: Are our school dinners locally sourced?</u> (*field work lesson)</p> <p>Skills</p> <ul style="list-style-type: none"> • I can collect data from an interview. • I can analyse information from an interview. • I can describe the features of a questionnaire. <p><u>Lesson 6: Is it better to buy local or imported food?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can list the positives about buying local food. • I can list the positives of buying imported food. <p>Skills</p> <ul style="list-style-type: none"> • I can describe the limitations of questionnaires. • I can create a balanced argument about where to buy food from. • I can present the answers to an enquiry question. 	<p>scale bar seasonal food source sustainability trade trend</p>
<p>Summer (planning coming April)</p>	<p>What are rivers and how are they formed?</p> <p><<Knowledge Organiser>></p>		<p>Lesson 1:</p> <p>Knowledge</p> <p>Skills</p> <p>Lesson 2:</p> <p>Knowledge</p> <p>Skills</p> <p>Lesson 3:</p> <p>Knowledge</p> <p>Skills</p>	

			<p>Lesson 4: Knowledge</p> <p>Skills</p> <p>Lesson 5: Knowledge</p> <p>Skills</p> <p>Lesson 6: Knowledge</p> <p>Skills</p>	
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Year 5

Taught in...	Unit of work	Previous Learning	Intended learning	Key Vocabulary
Autumn	What is life like in the Alps? <<Knowledge Organiser>>	-Name all four layers of the Earth in the correct order, stating one fact about each layer. -Explain one or more ways a mountain can be formed. -Give a correct example of a mountain range and its continent. -Describe a tectonic plate and know that mountains occur along plate boundaries.	<p>Lesson 1: Where are the Alps?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can name the highest mountain range in Europe. I can recall how fold mountains are formed. I know what a mountain range is. <p>Skills</p> <ul style="list-style-type: none"> I can locate and label the seven continents. I can locate the Alps on a world map. I can locate the Alps on a map of Europe. I can locate the eight countries that the Alps are in. <p>Lesson 2: What is it like in the Alps?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know what a topographical map is and what different colours on it represent. <p>Skills</p>	atlas mountain range fold mountain longitude latitude hemisphere climate land height sea level human feature physical feature glacier mountain climate temperate forest temperate

		<p>-Correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>-Name three ways in which volcanoes can be classified.</p> <p>-Describe how volcanoes form at tectonic plate boundaries.</p> <p>-Explain a mix of negative and positive consequences of living near a volcano.</p> <p>-State whether they would or would not want to live near a volcano.</p> <p>-State that an earthquake is caused when two plate boundaries move and shake the ground.</p> <p>-Explain that earthquakes happen along plate boundaries.</p> <p>-List some negative effects that an earthquake can have on a community.</p> <p>-Observe, digitally record and map different rocks using a symbol on a map.</p> <p>-Identify rock types and their origins based on collected data.</p>	<ul style="list-style-type: none"> • I can locate the countries that the Alps spread through. • I can locate some of the key physical features of the Alps. • I can locate some of the key human features of the Alps. • I can use an atlas to locate and describe features. <p><u>Lesson 3: Why do people visit the Alps?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe land use in the region. • I know which country Innsbruck is located. <p>Skills</p> <ul style="list-style-type: none"> • I can research the human and physical geography of an Alpine region. • I can identify the region's climate zone, biome and vegetation. <p><u>Lesson 4: What is there to do in our local area?</u> (*field work lesson)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can define and give examples of 'recreational land use'. <p>Skills</p> <ul style="list-style-type: none"> • I can use an OS map to recognise key physical and human features in the local area. • I can draw symbols to map recreational land use in the local area. • I can say how I would like to improve the things to do in the local area. <p><u>Lesson 5: How are the Alps different from our local area?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know what village, town or city I live in and how that compares to Innsbruck. <p>Skills</p> <ul style="list-style-type: none"> • I can compare the human geography of the local area with an Alpine area. • I can compare the physical geography of the local area with an Alpine area. • I can identify similarities and differences between the two areas. <p><u>Lesson 6: What is life like in the Alps?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe two key aspects of the Alps' human geography. • I can describe two key aspects of the Alps' physical geography. • I can define what a 'tourist brochure' is. <p>Skills</p> <ul style="list-style-type: none"> • I can use geographical vocabulary when describing the geography of a place. 	<p>coniferous trees</p> <p>deciduous trees</p> <p>scale</p> <p>vegetation</p> <p>population</p> <p>leisure</p> <p>tourist</p> <p>tourism</p> <p>recreational land use</p> <p>OS map</p> <p>method</p> <p>risk</p> <p>route</p>
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<p>Spring</p>	<p>Why do oceans matter?</p> <p><<Knowledge Organiser>></p>	<p>Coming in April</p>	<p><u>Lesson 1: How do we use our oceans?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can describe the ocean’s place in the water cycle. • I can explain why the ocean is important to our planet. <p>Skills</p> <ul style="list-style-type: none"> • I can map an example of how the ocean is used for trading. <p><u>Lesson 2: What is the Great Barrier Reef?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can identify the location of the Great Barrier Reef. • I can define ‘coral reef’. <p>Skills</p> <ul style="list-style-type: none"> • I can discuss the benefits of coral reefs. • I can begin to understand the threats to coral reefs. <p><u>Lesson 3: Why are our oceans suffering?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can define: coral bleaching, plastic pollution, overfishing and climate change. <p>Skills</p> <ul style="list-style-type: none"> • I can interpret thematic maps about coral reefs and oceans. • I can explain the ways human activity is changing our marine environments. • I can describe how humans will be impacted by changing ocean conditions. <p><u>Lesson 4: What can we do to help our oceans?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can explain ways to support our oceans. <p>Skills</p> <ul style="list-style-type: none"> • I can justify methods for data collection. • I can identify potential risks during fieldwork. <p><u>Lesson 5: How littered is our marine environment? – Data collection</u> (*field work lesson)</p> <p>Skills</p> <ul style="list-style-type: none"> • I can collect quantitative data using a variety of fieldwork methods. • I can mark on a sketch map to show where data has been collected. • I can safely assess and avoid potential risks during my fieldwork. <p><u>Lesson 6: How littered is our marine environment? – Findings</u></p> <p>Skills</p> <ul style="list-style-type: none"> • I can analyse data in a pie chart. • I can plot data on a digital map. 	<p>atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle</p>
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- I can suggest how to improve a marine environment.

Summer
(planning
coming
April)

Would you like to live in the desert?

<<Knowledge Organiser>>

Lesson 1:
Knowledge

Skills

Lesson 2:
Knowledge

Skills

Lesson 3:
Knowledge

Skills

Lesson 4:
Knowledge

Skills

Lesson 5:
Knowledge

Skills

Lesson 6:
Knowledge

Skills

Taught in...	Unit of work	Previous Learning	Intended learning	Key Vocabulary
Autumn	Why does population change? <<Knowledge Organiser>>	Available in April	<p>Lesson 1: How is the global population changing?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can define global population distribution. I can describe how and why the global population has changed. <p>Skills</p> <ul style="list-style-type: none"> I can begin to explain why people may choose to live in a particular environment. I can use an atlas to understand population density. I can use data to plot how global population has changed since 1500. <p>Lesson 2: What are birth and death rates?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can define birth rate and death rate. I can describe what influences birth and death rates. I know that global population has grown significantly since the 1950s. <p>Skills</p> <ul style="list-style-type: none"> I can identify the natural increase of a population on a graph. <p>Lesson 3: Why do people migrate?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can define migration. I can describe push and pull factors. I can define the difference in definition between ‘refugees’ and ‘migrants’. <p>Skills</p> <ul style="list-style-type: none"> I can explain why some migration is involuntary. <p>Lesson 4: How is climate change impacting the population?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can give reasons why climate change is happening. I can describe the impact of climate change on the population. <p>Skills</p> <ul style="list-style-type: none"> I can suggest ways to fight climate change at a local level. <p>Lesson 5: How is population impacting our environment? : Data collection (*field work lesson)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know what a Tally Chart and Likert Scale are. <p>Skills</p> <ul style="list-style-type: none"> I can follow a pre-prepared route on an OS map. 	population densely populated sparsely populated population density population distribution cartogram birth rate death rate natural increase migration migrants refugee push factors pull factors voluntary involuntary region climate climate change fossil fuels greenhouse gases deforestation impact quantitative qualitative air pollution noise pollution Likert scale

			<ul style="list-style-type: none"> I can use a range of data collection methods. I can collect both quantitative and qualitative data. <p><u>Lesson 6: How is population impacting our environment? : Findings</u></p> <p>Skills</p> <ul style="list-style-type: none"> I can use digital technologies to map data collected. I can analyse and compare two different data sets. I can suggest improvements in response to conclusions drawn. 	
Spring	<p>Where does our energy come from?</p> <p><<Knowledge Organiser>></p>	<p>-Describe a biome and give an example.</p> <p>-State the location and some key features of the Amazon rainforest.</p> <p>-Name and describe the four layers of tropical rainforests.</p> <p>-Understand that trees and plants adapt to living in the rainforest and give an example.</p> <p>-Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</p> <p>-Name one way in which the Amazon is changing.</p> <p>-Articulate why the Amazon rainforest is important.</p> <p>-Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p>	<p><u>Lesson 1: Why is energy important?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> I can describe what we use energy for. I can give examples of different sources of energy. <p>Skills</p> <ul style="list-style-type: none"> I can map significant energy trading routes. <p><u>Lesson 2: What is renewable energy?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> I can state the difference between renewable and non-renewable energy sources. I can describe the benefits and drawbacks of an energy source. <p>Skills</p> <ul style="list-style-type: none"> I can discuss what to consider when deciding which energy source to use. <p><u>Lesson 3: How does the United States generate energy?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> I can explain the significance of the Prime Meridian and time zones. <p>Skills</p> <ul style="list-style-type: none"> I can use a digital map to identify land use. I can discuss how land use has changed over time. <p><u>Lesson 4: How does the United Kingdom generate energy?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> I can locate cities in the UK. I can describe similarities and differences between two areas. <p>Skills</p> <ul style="list-style-type: none"> I can use grid references on an OS map to locate human and physical features. <p><u>Lesson 5: What is the best way to generate energy?</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> I can define solar power, wind power and hydropower. 	<p>biofuel</p> <p>coal</p> <p>consumption</p> <p>contour line</p> <p>crude oil</p> <p>dam</p> <p>emissions</p> <p>energy source</p> <p>hydropower</p> <p>natural gas</p> <p>non-renewable</p> <p>nuclear power</p> <p>Prime Meridian</p> <p>producer</p> <p>regenerate</p> <p>renewable</p> <p>replenish</p> <p>sea level</p> <p>solar power</p> <p>time zone</p> <p>urban planner</p> <p>Wind power</p> <p>six-figure grid reference</p>

		<p>-Use a variety of data collection methods with support.</p> <p>-Summarise how the local woodland is used and suggest changes to improve the area.</p>	<p>Skills</p> <ul style="list-style-type: none"> • I can discuss the benefits and drawbacks of an energy source. • I can justify the location of an energy source. • I can make considerations when planning new energy source facilities. <p><u>Lesson 6: Where is the best place for a solar panel on the school grounds?</u> *field work lesson)</p> <p>Skills</p> <ul style="list-style-type: none"> • I can use interview questions to collect qualitative data. • I can draw a sketch map using contours where needed. • I can use data collected to justify a proposed location for a solar panel. 	
<p>Summer (planning coming April)</p>	<p>How could we make our local area more environmentally friendly?</p> <p><<Knowledge Organiser>></p>		<p>Lesson 1: Knowledge</p> <p>Skills</p> <p>Lesson 2: Knowledge</p> <p>Skills</p> <p>Lesson 3: Knowledge</p> <p>Skills</p> <p>Lesson 4: Knowledge</p> <p>Skills</p> <p>Lesson 5: Knowledge</p> <p>Skills</p>	

			Lesson 6: Knowledge	
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			Skills	
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