

# Curriculum Skills and Progression Map – Geography

## 2022

### 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.*



Nebula  
where stars are born



The Nebula Federation

Old Catton Junior School

## Curriculum Skills and Progression Map



Please note that the Geography curriculum is currently in the process of being refreshed. There may be topics included in this curriculum map which we are reviewing and editing or even swapping for new, more relevant topics.

The Long-Term Plan reflects the new topics and those in the process of being refreshed.

If you have any queries about the changes or new topics, please contact the subject lead for Geography.

Here at Old Catton Junior School History is taught on a 2-year rolling programme. It is split alongside Geography under the banner of Humanities. We alternate the teaching of Geography and History each half-term.

A range of the units are taught using elements of ‘the creative curriculum’ including methods such as mantle of the expert which aim to immerse the students in drama as part of a project brief. 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”. School ‘fields trips’ will vary from year to year and have recently included visits to the local area and residential trips to Holt Hall and the coast.

Geography - Age Related Statutory Coverage	
Key Stage One Learning N/A	Key Stage Two
	<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.                      Year 1 LKS2; Passport to Europe                      Year 1 UKS2; The Amazing Americas                      Year 2 UKS2; Exploring Scandinavia                      Year 2 UKS2; Trade and Economics</p> <p>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.                      Year 1 LKS2; On Our Doorstep                      Year 2 LKS2; Somewhere to Settle                      Year 1 UKS2; The United Kingdom                      Year 2 UKS2; Our Changing World</p> <p>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.                      Year 1 LKS2; There’s No Planet B                      Year 1 UKS2; The Amazing Americas</p> <p>Place knowledge</p>

	<p>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.</p> <p>Year 1 LKS2; Passport to Europe                  Year 2 LKS2; Rainforests                  Year 1 UKS2; The Amazing Americas                  Year 2 UKS2; Exploring Scandinavia                  Year 2 UKS2; Our Changing World                  Year 2 UKS2; Trade and Economics</p>
	<p><b>Human and physical geography</b>                  Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography: climate zones, biomes and vegetation belts                      Year 1 LKS2; There’s No Planet B                      Year 2 LKS2; Extreme Earth, Rainforests                      Year 1 UKS2; The Amazing Americas                      Year 2 UKS2; Exploring Scandinavia</li> <li>• rivers, mountains, volcanoes and earthquakes, and the water cycle                      Year 2 LKS2; Extreme Earth, Rainforests                      Year 1 UKS2; The Amazing Americas</li> <li>• 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 1 LKS2; Land Use                      Year 2 LKS2; Somewhere to Settle                      Year 2 UKS2; Exploring Scandinavia                      Year 2 UKS2; Trade and Economics</li> </ul> <p><b>Geographical skills and fieldwork</b>                  Use range of mapping to locate countries and describe features studied                  Year 1 LKS2; All Around the World, Passport to Europe                  Year 2 LKS2; Somewhere to Settle                  Year 1 UKS2; Marvellous Maps, The Amazing Americas                  Use eight points of a compass, 4 and 6-figure grid references, symbols /key                  Year 1 UKS2; Marvellous Maps</p>

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods <b>Year 1 UKS2; Marvellous Maps, The Amazing Americas</b>			
Skills Map - Geography			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Can they select geographical vocabulary independently to describe and compare localities? <b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Somewhere to Settle</b></li> <li>• Can they identify that localities may have similar and different characteristics? <b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Somewhere to Settle</b></li> <li>• Can they use and compare two maps explaining the purpose of each? <b>Year 1 LKS2; On Our Doorstep</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features and human features? <b>Year 1 LKS2; On Our Doorstep</b></li> <li>• Can they suggest different ways that a locality could be changed and improved? <b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Somewhere to Settle</b></li> <li>• Can they identify different views around a geographical issue and state their own view? <b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Rainforest, Somewhere to Settle</b></li> <li>• Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure <b>Year 1 LKS2; Passport to Europe</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify the links between human and physical geography? <b>Year 1 UKS2; The Amazing Americas, Marvellous Maps, The United Kingdom</b></li> <li>• Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? <b>Year 1 UKS2; The Amazing Americas</b></li> <li>• Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? <b>Year 1 UKS2; Marvellous Maps</b></li> <li>• Can they pose a geographical hypothesis using various sources to draw a conclusion? <b>Year 1 UKS2; Marvellous Maps</b> <b>Year 2 UKS2; Our Changing World</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain the links between human and physical geographical processes and how these may affect the future? <b>Year 1 UKS2; Marvellous Maps</b></li> <li>• Can they explain a range of geographical processes and the effects on people and places? <b>Year 1 UKS2; The Amazing Americas</b> <b>Year 2 UKS2; Exploring Scandinavia Our Changing World</b></li> <li>• Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) <b>Year 1 UKS2; The Amazing Americas, The United Kingdom</b></li> <li>• Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia?</li> </ul>

<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Use prediction and prior knowledge to find out about unknown places, and combine this with observation</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Suggest own ways of presenting information, including graphically and in writing</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Rainforest</b></p> <ul style="list-style-type: none"> <li>• Collect statistics and present them appropriately</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>• Record information on charts, graphs and tables</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p>	<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Draw on own knowledge and understanding when setting up a field work investigation</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>• Examine, question, analyse what is discovered, using a range of evidence</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <ul style="list-style-type: none"> <li>• Discriminate between different sources of information</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <ul style="list-style-type: none"> <li>• Test conclusions for accuracy</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Extreme Earth, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Make good use of ICT</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Rainforest, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Use a database to find out information</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Extreme Earth,</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for some features seen in field work, underlying reasons for</li> </ul>	<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Rank information found into order of importance</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Come to accurate conclusions, using information</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Make careful measurements - e.g. distance</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <ul style="list-style-type: none"> <li>• Collect statistics about people and places</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>• Begin to use a range of graphs, including pie charts</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p>	<p><b>Year 1 UKS2; The Amazing Americas, Marvellous Maps, The United Kingdom</b></p> <p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Suggest relevant issues for further study</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Carefully select sources of evidence, and sift information</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Collect statistics about people and places, and set up a database from fieldwork or research</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Analyse data – e.g. population data - using similarity and difference</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>• Speculate and hypothesise about what is found</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>• Suggest plausible conclusions, and back up with evidence</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p>
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<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Use and draw maps with a simple key</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Compare information from atlases with that from a globe</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>Use atlases which show physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, There's No Planet B</b> <b>Year 2 LKS2; Extreme Earth</b></p> <ul style="list-style-type: none"> <li>Use contents and index pages of an atlas</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Work out a location using a range of information</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>Understand the different uses of different places</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p>	<p>observations, giving own views and judgements</p> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Discuss symbols on an OS map</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>Discuss how grid references are used to locate points on a map</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>Identify time differences around the world</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Work out a location using a range of information</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p>	<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Work out a journey time, using their knowledge of time zones</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <ul style="list-style-type: none"> <li>Use and understand simple scale</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Begin to understand geographical pattern – eg. industry by a river</li> </ul> <p><b>Year 1 UKS2; The United Kingdom</b></p>	<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Use 6 figure grid references</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <ul style="list-style-type: none"> <li>Use a compass to follow a route</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Suggest how human activities can cause changes to environment and to the different views people hold</li> </ul>
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<p><b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Understand that different places may have similar / different characteristics and give reasons for these</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <ul style="list-style-type: none"> <li>Understand and use the concept of reciprocal link between physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <ul style="list-style-type: none"> <li>Describe and identify how a place has changed</li> </ul> <p><b>Year 1 LKS2; One Our Doorstep</b></p> <ul style="list-style-type: none"> <li>Understand how economic development can change a place</li> </ul> <p><b>Year 1 LKS2; One Our Doorstep</b></p> <ul style="list-style-type: none"> <li>Express views and recognise how people affect the environment, summarising the issues</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>Understand how weather changes an environment</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Rainforest</b></p> <ul style="list-style-type: none"> <li>Know the difference between weather and climate</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>Suggest ways towards a reduction in climate change</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different uses of different places</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Understand that different places may have similar / different characteristics and give reasons for these</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Extreme Earth, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Understand and use the concept of reciprocal link between physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Describe and identify how a place has changed</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>Understand how economic development can change a place</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Express views and recognise how people affect the environment, summarising the issues</li> </ul> <p><b>Year 1 LKS2; On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>Understand how weather changes an environment</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p>	<ul style="list-style-type: none"> <li>Describe and begin to explain patterns and physical and human changes</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b> <b>Year 2 UKS2; Exploring Scandinavia, Trade and Economics</b></p> <ul style="list-style-type: none"> <li>Describe how change can lead to similarities between different places</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>Justify own viewpoint or decision, and use new information to adapt their own viewpoint</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b> <b>Year 2 UKS2; Our Changing World, Trade and Economics</b></p>	<p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>Recognise dependent links and relationships in both human and physical geography</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>Make a plausible case for environmental change</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b> <b>Year 2 UKS2; Our Changing World, Trade and Economics</b></p> <ul style="list-style-type: none"> <li>Interpret other people's arguments for change, analysing and evaluating their viewpoints</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps, Year 2 UKS2; Trade and Economics</b></p>
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<p><b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Rainforest</b></p>	<ul style="list-style-type: none"> <li>• Know the difference between weather and climate</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b></p> <ul style="list-style-type: none"> <li>• Suggest ways towards a reduction in climate change</li> </ul> <p><b>Year 1 LKS2; There's No Planet B</b> <b>Year 2 LKS2; Rainforest, Extreme Earth</b></p>		
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>• Can they make geographical inferences through a variety of geographical sources?</li> <li>• Can they make links using prior knowledge and ask and answer geographical questions?</li> </ul> <p><b>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</b></p>	<ul style="list-style-type: none"> <li>• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source?</li> <li>• Can they identify geographical patterns and make connections?</li> </ul> <p><b>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</b></p>	<ul style="list-style-type: none"> <li>• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?</li> </ul> <p><b>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</b></p>	<ul style="list-style-type: none"> <li>• Can they collect statistics about people and places from field work or research and analyse data looking for trends?</li> <li>• Can they interpret other people's arguments for change, analysing various sources?</li> </ul> <p><b>These are all encouraged and taught both implicitly and explicitly throughout our geography teaching.</b></p>

<b>Geographical Sources of Evidence</b>	
<ul style="list-style-type: none"> <li>• Photographs including aerial photographs</li> <li>• Atlases and globes</li> <li>• Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps</li> <li>• Google Maps and Google Earth</li> <li>• Infographics</li> </ul>	

- 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

**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	Agriculture Building Change Directions Distance Feature Future Human features Key Land use Map Past	Area Atlas Capital City Climate Continent Co-ordinates Country Currency Europe Human features Languages	Active Dormant Earthquake Epicentre Erupt Extinct Core Layers Magnitude Mantle Plates Scale	Amazon Canopy Climate Deforestation Equator Forecast Forest floor Habitat Impact Rainforest Species Temperate	Agriculture Building materials Business City Defence Food Housing Industrial Journey Key Leisure Need

## Curriculum Skills and Progression Map



North Polar region Pole South Southern hemisphere Time zone Tropic of Cancer Tropic of Capricorn	Physical features Scale Sketch map Survey Symbol Urban	Law Locate Map Physical features Population Rivers Sea Tourism	Strength Tornado Tsunami Volcano	Tropic of Cancer Tropic of Capricorn Tropical Tropics Understory layer Weather	Origin Pattern Plan Resources Retail Rural Settlement Shelter Site Symbol Town Transport Urban Village
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### UKS2:

The Amazing Americas	Marvellous Maps	The United Kingdom	Exploring Scandinavia	Our Changing World	Trade and Economics
Continent Country City Expedition Settlement Economy Landscape Biome Climate Fieldwork Measure Observe Record Map	Accuracy Atlas Borders Comparison Compass Co-ordinates Difference Direction Distance East Grid reference Index Measure North	Capital City Coastline Country County Elevation England Kilometres Landscape Location Mountain Mouth Northern Ireland Ocean	Arctic Circle City Climate Compare Contrast Country Culture Daylight Difference Economy Fjord Human features Latitude Location	Physical changes Human changes Development Regeneration Protection Border Union Landmass Dune Cave Cliff Arch Stack Stump	Export Import El Salvador Goods Trade Economics Key Fairtrade Wellbeing Communities Project Sustainable Principles Globalisation

## Curriculum Skills and Progression Map



Sketch Graph Polar Arctic Temperate Subtropical Latitude Longitude Prime/Greenwich Meridian Time zone	North East North West Ordnance Survey Physical Similarity South South East South West Symbols West	Population River Scotland Source Topographical map United Kingdom Urban Wales	Mountains Nordic North Pole Norway Physical geography Population Rotation Settlements Similarity Temperature Tundra Weather	Erosion Deposition Physical weathering Chemical weathering Biological weathering Erosion Coastline Weathering	Brand Multinational company Supply Tudor Victorian British Empire
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### Our Long-Term Overview:

	Autumn	Spring	Summer
Year One LKS2	Our Passport to Europe	<b>NEW:</b> On Our Doorstep	<b>NEW:</b> There's No Planet B
Year Two LKS2	<b>NEW:</b> Extreme Earth	Rainforests	<b>New:</b> Somewhere to Settle

Year One UKS2	<b>NEW:</b> The Amazing Americas	<b>NEW:</b> Marvellous Maps	<b>NEW:</b> The United Kingdom
Year Two UKS2	Exploring Scandinavia	<b>NEW:</b> Our Changing World	<b>NEW:</b> Trade and Economics

**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>
<b>Year 1 – LKS2</b>		
<b>Our Passport to Europe</b>	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.

<b>On Our Doorstep</b>	LO: To create a simple map to show how land is used.	Why do we have different types of maps? Is there a type which is most useful?
<b>There's No Planet B</b>	LO: To identify the position of countries in relation to the Equator, the Northern Hemisphere and the Southern Hemisphere.	Why do more people live in the temperate areas of the globe compared to the polar and equatorial regions?
	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?
<b>Year 2 – LKS2</b>		
<b>Extreme Earth</b>	LO: To explain how volcanoes affect people's lives.	Would you choose to live by a volcano? Explain your reasoning.
<b>Rainforest</b>	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.
<b>Somewhere to Settle</b>	LO: To compare land use in different settlements.	Currently we have a housing shortage which means more houses need to be built. Agricultural land is often used to build these houses. Is this good for the local communities?
	LO: To create a map of a settlement.	What is the most important element to consider when choosing somewhere to settle?
<b>Year 1 – UKS2</b>		
<b>The Amazing Americas</b>	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.
<b>Marvellous Maps</b>	LO: To use the eight compass points to describe routes on a map.	Is it important to know how to read maps when we can use the internet for directions?
	LO: To describe how land use has changed over time.	In 100 years, what parts of Old Catton do you think will still be here and what parts do you think will be gone?

<b>The United Kingdom</b>	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?
<b>Year 2 – UKS2</b>		
<b>Exploring Scandinavia</b>	LO: To explore some aspects of the human geography of Scandinavia.	What part of the Scandinavian culture would you include in British culture?
	LO: To explore the climate and weather of Scandinavia.	How would Scandinavia be affected if it had a different climate?
<b>Our Changing World</b>	LO: To explain how water and weather have changed the coastline of the UK over time.	Some people believe that the coast should be left to erode. Do you agree or disagree? Why?
	LO: To explain 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?
<b>Trade and Economics</b>	LO: To explain the importance of fair trade	What do you think are the positive and negative effects of Fair Trade?
	LO: To explain how trading has changed through history.	Which method of transporting goods is the best and why?

**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.

<b>Topic</b>	<b>Learning Objective</b>	<b>Longer Writing Opportunity</b>
<b>Year 1 – LKS2</b>		
<b>Passport to Europe</b>	LO: To find out about the human and physical features of a European country.	<b>Travel Brochure</b> Persuade people to visit a European country of your choice, looking at both physical and human features

<b>Our Passport to Europe</b>	To explore how a locality could be improved over time.	<b>Persuasive argument/script</b> 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.
<b>All Around the World</b>	LO: To explain the position and significance of time zones.	<b>Diary Entry</b> Write a range of diary entries from the point of view of children about what they are doing at this moment across the world.
<b>Year 2 – LKS2</b>		
<b>Extreme Earth</b>	LO: To explain what causes tsunamis and how they affect people	<b>News Bulletin</b> Create a news bulletin reporting from an area hit by a tsunami. Interview eyewitnesses and explain what has happened to your audience.
<b>Rainforests</b>	LO: To explain the effects humans are having on the rainforests.	<b>Persuasive Letter</b> Write a letter to either the Prime Minister or the Environment Minister, asking them to do more to protect the rainforests.
<b>Somewhere to Settle</b>	LO: To create a map of a settlement.	<b>Speech</b> Ask children to write a proposal speech to persuade an audience that their settlement will be the most attractive place to live.
<b>Year 1 – UKS2</b>		
<b>Amazing Americas</b>	LO: To describe the characteristics and significance of a natural wonder of the Americas.	<b>Campaign Pitch</b> It is your task to create a pitch promoting a Natural Wonder from the Americas
<b>Marvellous Maps</b>	LO: To plan a journey using the eight compass points and four or six-figure grid references.	<b>Tourist Leaflet</b> Ask children to create a tourist leaflet for their journey. Use the Internet to find out information about the places they have chosen to visit and then present this alongside their chosen route plan.



<b>The United Kingdom</b>	LO: To present findings, including a researched conclusion	<b>Persuasive Speech</b> 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
<b>Year 2 – UKS2</b>		
<b>Exploring Scandinavia</b>	To be able to compare and contrast an area in the UK with an area in Scandinavia.	<b>Comparison/non-chronological report</b> Children to use a variety of sources of information to compare and contrast the two locations, creating a own report on the two locations.
<b>Our Changing World</b>	LO: To explain how and why landscapes change over time.	<b>Persuasive Writing</b> Choose an area close to your school that is in need of changing and improving. Create design proposals for suggested changes. You could even find out who is responsible for the area and invite them into school for children to pitch ideas to.
<b>Trade and Economics</b>	LO: To explain trade links between El Salvador and the UK.	<b>Written Debate</b> Should we import food from other countries, or should we rely on our own crops? Research the advantages and disadvantages and hold a class debate

**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
<b>English:</b> Persuasive Writing <b>Maths:</b>	<b>English:</b> Persuasive argument <b>Maths:</b> Graphs and charts	<b>English:</b> Diary entry Plan a journey Themed books	<b>English:</b> News report News bulletin drama Poetry	<b>English:</b> Debate Letter writing Drama	<b>English:</b> Comparison writing Debate Speech

## Curriculum Skills and Progression Map

<p>Graphs, charts and diagrams</p> <p><b>Computing:</b> Research and sources</p>	<p>Directions</p> <p><b>Science:</b> Agriculture</p> <p><b>History:</b> Changes: -agriculture -local spaces</p> <p><b>Computing</b> Programme</p> <p><b>Art/DT:</b> Landscapes 3-D Maps</p>	<p>Travel Brochure</p> <p><b>Maths:</b> 24hour time Dates Timetable Co-Ordinates</p> <p><b>Science:</b> Day and night Habitats</p>	<p><b>Science:</b> Rocks, fossils and soils</p> <p><b>Art/DT:</b> Clay modelling Build a vehicle</p> <p><b>Computing:</b> Database software</p> <p><b>Music:</b> Soundtrack composition</p>	<p><b>Maths:</b> Graphs: bar and line Data Temperature</p> <p><b>Science:</b> Water cycle Plants Habitats Food chains</p> <p><b>PSHE:</b> Comparing countries</p>	<p><b>Science:</b> Human needs</p> <p><b>History:</b> Early Settlers</p> <ul style="list-style-type: none"> <li>• Romans</li> <li>• Vikings</li> <li>• Anglo-Saxons</li> <li>• Bronze Age</li> <li>• Post WW2</li> </ul> <p>Coat of Arms</p> <p><b>Computing:</b> Programme Roamers</p> <p><b>Art/DT:</b> Junk modelling Design new Coat of Arms Map work – Journeys unit</p> <p><b>PSHE:</b> Refugees Carbon footprint</p>
<p><b>Computing:</b> Researching using a range of online sources</p> <p><b>PSHE:</b> 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><b>English:</b> Tourist leaflet Travel itinerary Comparative writing Blog post Persuasive writing</p> <p><b>Maths:</b></p>	<p><b>English:</b> Report Writing</p> <p><b>Maths:</b> Time Timetables Distance Graphs</p>	<p><b>English:</b> Persuasive writing Reasoning</p> <p><b>Maths:</b> Statistics Pie Charts Distance</p>	<p><b>English:</b> Non-chronological report Drama Letter writing Persuasive writing Dictionary skills</p>	<p><b>English:</b> Persuasive writing</p> <p><b>Science:</b> Water cycle Rock types</p> <p><b>History:</b> Changes to education</p>	<p><b>English:</b> Debate Biographies</p> <p><b>History:</b> Changes to trade</p> <p><b>Art/DT:</b> Fair Trade recipe</p>

<p>Timetabling</p> <p><b>Science:</b> Climate</p> <p><b>History:</b> Explorers</p>	<p>Co-ordinates</p> <p>Measurement</p> <p><b>History:</b> Local changes over 100 years Political changes</p> <p><b>Art/DT:</b> Landscapes 3-D models</p> <p><b>PSHE:</b> Political borders</p>	<p>Scale</p> <p><b>Computing:</b> Database Sources</p> <p><b>Art/DT:</b> Modelling</p>	<p>Advert/brochure</p> <p><b>Maths:</b> Statistics Graphs Temperatures</p> <p><b>Art/DT:</b> Landscapes</p>	<p>Rise and fall of an empire</p> <p><b>Art/DT:</b> Design futuristic gadget Photography Clay modelling adverts</p> <p><b>PSHE:</b> Global Warming</p>	<p>Classroom display</p> <p>Coat of Arms</p> <p><b>PSHE:</b> Fair trade Charities Wages</p>
<p><b>Computing:</b> Researching using a range of online sources</p> <p><b>PSHE:</b> Teamwork Communication Understanding the world</p>					

**Reasonable Adjustments:**

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*

## Curriculum Skills and Progression Map

- *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 pupils*

Year 1 Medium Term Plans

LKS2

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
<b>Passport to Europe</b>	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?	<b>Year 3:</b>  Use prediction and prior knowledge to find out about unknown places, and combine this with observation. Understand and use the concept of reciprocal link between physical and human features.	<b>Deeper Learning Question:</b> 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?
<b>Vocabulary:</b> 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?	Use prediction and prior knowledge to find out about unknown places, and combine this with observation.	
	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?	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.	
	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?	<b>Year 4:</b>  Understand and use the concept of reciprocal link between physical and human features. Make good use of ICT.	
	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?	Examine, question, analyse what is discovered, using a range of evidence. Discriminate between different sources of information.	<b>Deeper Learning Question:</b> Why do you think some cities have a higher population than others? Think about factors such as facilities and resources.
	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?	Understand that different places may have similar / different characteristics and give reasons for these.	<b>Long Writing Opportunity:</b> Travel Brochure: Persuade people to visit a European country of your choice, looking at both physical and human features

## Curriculum Skills and Progression Map



Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
<b>On Our Doorstep</b>	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.	<b>Year 3:</b>  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.	
<b>Vocabulary:</b> 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.		
	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.		
	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.	<b>Longer Writing Opportunity:</b> Write a speech campaigning to improve Old Catton to make it a more desirable place to live.	
	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.		
	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 localit		
Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:

## Curriculum Skills and Progression Map



<b>There's No Planet B</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.	<b>Year 3:</b>  Compare information from atlases with that from a globe using atlases which show physical and human features 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 Understand how weather changes an environment	<b>Deeper Learning:</b> Why do more people live in the temperate areas of the globe compared to the polar and equatorial regions?
<b>Vocabulary:</b> 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.	Use contents and index pages of an atlas Work out a location using a range of information Understand how weather changes an environment	
	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.	Know the difference between weather and climate Suggest ways towards a reduction in climate change	<b>Deeper Learning:</b> 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.	<b>Year 4:</b>  Discuss how grid references are used to locate points on a map Suggest own ways of presenting information, including graphically and in writing Understand and use the concept of reciprocal link between physical and human features Work out a location using a range of information	
	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.	Identify time differences around the world Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change	<b>Longer Writing Opportunity:</b> 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.	Suggest ways towards a reduction in climate change		

### UKS2

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
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<p><b>Amazing Americas</b></p>	<p>To identify countries and capital cities of North and South America</p>	<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><b>Year 5:</b></p>	
<p><b>Vocabulary:</b>                  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</p>	<p>To use geographical terminology to describe the location of a range of places across the Americas.</p>	<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>Collect statistics about people and places                  Use and understand simple scale                  Describe how change can lead to similarities between different places                  Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>	<p><b>Deeper Learning Question:</b>                  Why are the differences between places in the UK less obvious than the differences between places in the Americas?</p>
	<p>To describe the climates and biomes of different regions across the Americas.</p>	<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>To identify physical and human geographical features of my local area</p>	<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><b>Year 6:</b>                  Analyse data – e.g. population data - using similarity and difference                  Recognise dependent links and relationships in both human and physical geography</p>	<p><i>Field work lesson – looking at a local area to compare with a location in the Americas in lesson 5.</i></p>
	<p>LO: To identify similarities and differences in the human and physical geography of my local area and a region of North America.</p>	<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>Suggest how human activities can cause changes to environment and to the different views people hold                  Use 6 figure grid references</p>	<p><b>Deeper Learning Question:</b>                  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?   <i>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</i></p>
	<p>LO: To name and locate the wonders of the world.</p>	<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><i>This is a short lesson and links with the final lesson.</i></p>
	<p>LO: To describe the characteristics and significance of a natural wonder of the Americas.</p>	<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><b>Longer Writing Opportunity:</b>                  Campaign script: It is your task to create a pitch promoting a Natural Wonder from the Americas</p>
<p><b>Topic:</b></p>	<p><b>Lesson Objective:</b></p>	<p><b>Lesson Assessment Outcomes:</b></p>	<p><b>Skills covered:</b></p>	<p><b>Additional Notes:</b></p>
<p><b>Marvellous Maps</b>  <b>Year 5</b></p>	<p>To make measurements of distance using scale</p>	<p>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.</p>	<p><b>Year 5:</b></p>	

		<p>I can read the scale I can measure the scale I can convert between scale and actual distance</p>	<p>Make careful measurements e.g. distance Discuss symbols on an OS map Work out a journey time, using their knowledge of time zones Describe and begin to explain patterns and physical and human changes</p>	
<p><b>Vocabulary:</b> Accuracy Atlas Comparison Co-ordinates Direction Distance Grid reference Index Location Measure Northing Ordnance Survey Past Physical Present Similarity Symbols</p>	<p>To use a key to describe features on an Ordnance Survey map.</p>	<p>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.</p>		
	<p>To use the eight compass points to describe routes on a map.</p>	<p>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.</p>		
	<p>To use four-figure grid references to locate places on a map.</p>	<p>I can tell you how to give co-ordinates by going across first and then up. I can find a location from four-figure co-ordinates.</p>		<p><b>Deeper Learning Question:</b> What do you think the strength and weaknesses of using four-figure co-ordinates are?</p>
	<p>To plan a journey using a range of maps and timetables, considering time difference and journey length.</p>	<p>I can record journey length I can calculate timings of journeys I can identify time zones</p>		<p><b>Deeper Learning Question:</b> What do you think the draw backs of using online mapping apps for navigation, rather than traditional maps?</p>
	<p>To describe how land use has changed over time</p>	<p>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.</p>		<p><b>Longer Writing Opportunity:</b> Report Writing to document physical and human changes over time.</p>

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
<p><b>Marvellous Maps</b>  Year 6</p>	<p>To use grid references to compare how borders have changed over time.</p>	<p>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.</p>	<p><b>Year 6:</b></p>	<p><b>Deeper Learning Question:</b> What do you think the main causes of changing borders are?</p>

<b>Vocabulary:</b> 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.	Speculate and hypothesise about what is found Discuss symbols on an OS map Use a compass to follow a route Use 6 figure grid references Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints	
	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.		
	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.		
	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		<b>Deeper Learning Question:</b> 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.		<b>Longer Writing Opportunity:</b> Report Writing to document physical and human changes over time.

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
<b>The United Kingdom</b>	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.	<b>Year 5:</b> Begin to use a range of graphs, including pie charts Begin to understand geographical pattern	

<b>Vocabulary:</b> 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	– eg. industry by a river Rank information found into order of importance Come to accurate conclusions, using information	<b>Deeper Learning Question:</b> 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		
	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	<b>Year 6:</b> Collect statistics about people and places, and set up a database from fieldwork or research	
	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.	Suggest relevant issues for further study Carefully select sources of evidence, and sift information	<b>Longer Writing Opportunity:</b> 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	Suggest plausible conclusions, and back up with evidence	