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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Lesson by lesson breakdown.

Autumn – Cycle A – LKS2

Prior Learning:

- Sorting and finding physical and human features.
- Using positional language – N,S,E and W.
- Four countries of the UK.
- Comparison to Somali.
- Compare and contrast urban and rural places.
- Name continents and oceans.
- Significant landmarks in London.
- Explore the importance of protecting our local environment.
- Collating and interpreting tally chart data from fieldwork.

Project: One Planet, One World – Discrete project	Learning Objective	Skills	Knowledge
Lesson 1 – Engage	To locate a range of countries on a map. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Countries are located within continents. Countries have capital cities and geographical features.
Lesson 2 – Engage	To be able to sort a range of human and physical features. **Understand geographical similarities and differences through the study of human and physical**	Classify, compare and contrast different types of geographical feature	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are

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	geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		called human features. Human features include houses, factories and train stations.
Lesson 3 – Engage	To find symbols on a map using four figure grid references. **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	Use four-figure grid references to describe the location of objects and places on a simple map	A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.
Lesson 4 – Engage	To be able to interpret primary data. **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	Analyse primary data, identifying any patterns observed	Primary data includes information gathered by observation and investigation. Geographical data might relate to human activity in a place, such as how many people visit the local shop in a day, or physical, for example, measuring how deep or fast a river flows at different points.
Lesson 5 – Engage	To be able to use 8 point compass to describe a position of a landmark. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.**	Use the eight points of a compass to locate a geographical feature or place on a map	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.
Lesson 1 – Develop	To know the different layers of the Earth. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,**	Name and describe properties of the Earth's four layers	The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The

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	mountains, volcanoes and earthquakes, and the water cycle.		crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.
Lesson 2 - Develop	To describe what plate tectonics are. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**.	Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).	The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.
Lesson 3 – Develop	To locate significant places across the world. **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**	Locate significant places using latitude and longitude	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.
Lesson 4 – Develop	To know the key characteristics of each climate zone. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Identify the five major climate zones on Earth	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.
Lesson 5 – Develop	To locate a range of countries within Europe. **Locate the world's countries, using maps to focus on Europe (including**	Locate countries and major cities in Europe (including Russia) on a world map.	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and

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	the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		Belgium. Russia is part of both Europe and Asia. Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).
Lesson 6 – Develop	To locate physical and human features nearby a settlement. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.
Lesson 7 – Develop	To name and locate UK counties. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**	Name, locate and describe some major counties and cities in the UK.	Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. A county is an area of land according to political divisions. Counties are governed by local governments.
Lesson 8 – Develop	To describe features of a settlement. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Name, locate and describe some major counties and cities in the UK. Describe the type and characteristics of settlement or land use in an area or region.	A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York. Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London,

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	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.
Lesson 9 – Develop	To explain how you affect the environment. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.
Lesson 10 - Develop	To explain the effects of weather on the environment. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Explain how the weather affects the use of urban and rural environments.	Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms Hot weather can melt tarmac, dry land and encourage people to enjoy the outdoors. Wet weather can cause flooding and encourage people to take shelter. Windy weather can break branches and blow leaves, and discourage people from leaving home. Cold weather can cause slippery pavements, crack pipes and prevent everyday outdoor activities, but encourage outdoor play.

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Lesson 11 – Develop	To explain the purpose of different land in the UK. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe the type and characteristics of settlement or land use in an area or region. Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.
Innovate (Fieldwork)	To gather and interpret evidence about the local land use. **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	Gather evidence to answer a geographical question or enquiry. Analyse primary data, identifying any patterns observed.	The term geographical evidence relates to facts, information and numerical data. Primary data includes information gathered by observation and investigation.
Express	To recall the knowledge I have learnt.	N/A	N/A
Links within other projects: Through the Ages – Lesson 5 - Develop	To describe the purpose of significant monuments within the Stone Age. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Humans in the Stone Age made a range of monuments, including long barrows, henges, cursus monuments, standing stones and stone circles.

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Links within other projects: Through the Ages – Step 1 - Innovate	To describe the location of an ancient burial site. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.

Project: Rocks, Relics, Rumbles – Driver subject	Learning Objective – Spring – Cycle A – LKS2	Skills	Knowledge
Introductory knowledge	To label the different layers of the Earth. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Name and describe properties of the Earth's four layers.	The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.

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Memorable experience	To explore a range of rocks and their properties. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Name and describe the types, appearance and properties of rocks	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.
Engage – Lesson 1 – See science			
Engage – Lesson 2 – See science			
Engage – Lesson 3 – See History			
Engage – Lesson 4 – See science			

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Lesson 1 – Develop	To describe what happens when plate tectonics move. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)	The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes. Over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today.
Lesson 2 - Develop	To find a range of volcanoes on a world map. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	Name and locate significant volcanoes and plate boundaries and explain why they are important	Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.
Lesson 3 – Develop	To name parts of a volcano. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Describe the parts of a volcano or earthquake.	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a

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			volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.
Lesson 4 – Develop	To use longitude and longitude coordinates to locate significant places. **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**	Locate significant places using latitude and longitude.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. The North Pole is 90°N; the South Pole is 90°S. The equator is the line of 0° latitude. The Prime Meridian is the line of 0° longitude.
Lesson 5 – Develop	To compare a range of volcanoes. **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.**	Classify, compare and contrast different types of geographical feature.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. A volcano is a physical feature, typically a conical mountain or hill that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct.

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Lesson 6 – Develop – See computing			
Lesson 7 – Develop	To explain how a volcano can change the landscape of a settlement. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Describe how a significant geographical activity has changed a landscape in the short or long term	Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. When volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape.
Lesson 8 – Develop – See History			
Lesson 9 – Develop – See History			
Lesson 10 – Develop	To explain the physical process of an earthquake. **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.**	Explain the physical processes that cause earthquakes and volcanic eruptions.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.

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Lesson 11 - Develop	To explain how the landscape changes after an earthquake. **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.**	Describe how a significant geographical activity has changed a landscape in the short or long term.	Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Earthquakes can cause short and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services.
Lesson 12 – Develop	To use an 8 point compass to find features on a map. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Use the eight points of a compass to locate a geographical feature or place on a map.	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. In 2004, an earthquake off the coast of northern Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction.
Lesson 13 – Develop – See music			

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Innovate – Fieldwork	You are part of a team of scientists, geologists and volcanologists sent to investigate the potential dangers of tectonic activity in Quito, Ecuador's capital city. You should use the information you gather to write a factual report and present your findings to the city council. Let's get started!	Locate significant places using latitude and longitude. **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).** Name and locate significant volcanoes and plate boundaries and explain why they are important. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.** Explain the physical processes that cause earthquakes and volcanic eruptions. **Understand the processes that give rise to key physical and human geographical features of**	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Significant geographical activity includes earthquakes and volcanic

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		the world, how these are interdependent and how they bring about spatial variation and change over time. Explain the physical processes that cause earthquakes and volcanic eruptions. **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** Describe how a significant geographical activity has changed a landscape in the short or long term. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**. Describe the parts of a volcano or earthquake. **Describe and understand key aspects of physical geography,**	eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.

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		including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
Express – Lesson 1	To be able to recall knowledge that has been learnt. **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.**	N/A	N/A
Express – Lesson 2	To explain what happens when an earthquake erupts. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Explain the physical processes that cause earthquakes and volcanic eruptions.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.
Express – Lesson 3	To describe types of rocks to others. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Name and describe the types, appearance and properties of rocks.	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the

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			Earth's tectonic plates. They are usually very hard and often shiny.
Express – Lesson 4	To name parts of a volcano	Describe the parts of a volcano or earthquake.	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.
Links to other projects: N/A			

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Project: **Emperors and Empires – History is main focus and no discrete project.**	**Learning Objective – Cycle A Summer – LKS2**	Skills	Knowledge
	Elements of Spring term may run into the summer term		

Gaps:

- Application of compass points.
- Capital Cities in the UK.
- Location of oceans.
- Difference between physical and human features.
- Using and interpreting geographical data.

Key Vocabulary:

Compare and Contrast: difference, human, physical, similarity, classify, compare

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Geographical change: crust, Pangaea, continental drift, earthquake, fault, land mass, mountain, plate boundary, supercontinent, tectonic plate, valley, active, convergent, divergent, dormant, extinct, mantle, movement, transform and volcano.
Geographical resources: atlas, key, map, symbol, data and world map.
Fieldwork: enquiry, evidence, locality, observe, account, fact and primary data.
Natural and man-made materials: extrusive, igneous, metamorphic, rock and sedimentary.
Physical features: Earth, composition, core, crust, magma, outer, temperature, thickness and pyroclastic flow.
Physical processes: earthquake, epicentre, seismic wave, tsunami and eruption.
Significant places: Ring of Fire.
Position: North Pole, South Pole, Prime Meridian, degree, Northern Hemisphere, Southern Hemisphere, coordinate, degree, distance, north east, south, west, equator, globe, latitude, longitude and location.
Human features and landmarks: cursus, earthwork, henge, long barrow, monument, stone circle, aqueduct, bridge canal, caste cathedral, city, lighthouse, motorway, port, statue and tunnel.
Settlements and land use: agricultural, city, commercial, recreational, residential, rural, settlement, urban and village.
Data analysis: analyse, frequency, first – hand observation, pattern, primary data, score, tally and total.
Environment: climate, seasonal weather and pattern.
Maps: Ordnance, easting, grid reference, grid square, horizontal, northing and vertical.
World: Europe, France, Greece, Italy, Romania, Russia, continent, country, language, population, state and transcontinental.
UK: Armagh, Belfast, Birmingham, Bury St Edmunds, Edinburgh, England, Inverness, Ipswich, Leeds, Lowestoft, Newport, Northern Ireland, Pembroke, Scotland, Sheffield, Suffolk, Tenby, Wales, York, cliff, coastline, marsh, mining, parliament building and industry.
Sustainability: carbon dioxide, carbon footprint, conserve, energy, global warming, livestock, organic, recycle, reuse.

Project: Invasion (History focus) – Discrete project – Interconneced World	Learning Objective – **Cycle B – Autumn LKS2**	Skills	Knowledge

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Engage – Lesson 1	To use compass points to plot key landmarks on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.**	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map	The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). Directions can be given using cardinal and intercardinal compass points.
Engage – Lesson 2	To use grid reference to find landmarks on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.**	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings.
Engage – Lesson 3	To use six figure grid reference to find landmarks on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build**	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up

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	their knowledge of the United Kingdom and the wider world.		both sides of a map. Six-figure grid references give detailed information about locations on a map.
Develop – Lesson 1	To locate Tropics of Cancer and Capricorn. **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**	Identify the location of the Tropics of Cancer and Capricorn on a world map.	The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.
Develop – Lesson 2	To locate major countries in North and **South America using a world map.** **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.
Develop – Lesson 3	To compare climates across continents. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Explain climatic variations of a country or continent.	Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. Countries nearer the equator are hotter and countries further from the equator are colder. Some countries have contrasting climate zones.
Develop – Lesson 4	To use a range of sources to draw conclusions about a particular location.	Study and draw conclusions about places and geographical features	An atlas is a collection of maps and information that shows geographical

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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	using a range of geographical resources, including maps, atlases, globes and digital mapping. View progression Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	features, topography, boundaries, climatic, social and economic statistics of an area. The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Political maps show the locations of countries and cities. Physical maps show the locations of physical features.
Develop – Lesson 5	To be able to locate countries in different continents. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Cultural studies of a country include the language, religion and values of

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			the people who originate from, or live in, a particular place.
Develop – Lesson 6	To locate significant physical features in the UK. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Significant physical features of the UK include mountains, rivers, islands, lakes and forests.
Develop – Lesson 7	To describe different forms of renewable energy. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Describe how natural resources can be harnessed to create sustainable energy.	The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy. Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.
Develop – Lesson 8	To describe physical transport features in the UK. **Describe and understand key aspects of human geography,**	Describe a range of human features and their location and explain how they are interconnected.	Human features can be interconnected by function, type and transport links.

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	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		Principle routes link major towns and cities across the country. Many principal routes terminate in London. Railway stations are sometimes linked to ferry interchanges and airports.
Develop – Lesson 9	To Locate and describe what a canal network is. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. The canals in Britain are man-made waterways that were created during the Industrial Revolution to transport raw materials and goods around the country. Locks, tunnels and aqueducts are all features of canals. Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today.
Innovate	To investigate a hypothesis using your previous knowledge.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. A hypothesis is a statement that is then proved or disproved by gathering and interpreting evidence.

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Express	To be able to recall key knowledge from our project.	N/A	N/A
Links to other projects: Invasion - Develop – Lesson 3	To be able to study a map and investigate an invasion. **Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.**	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. The geography of Britain affected invading groups in many ways. Physical features, such as the sea, high cliffs, marshland and mountains made invasion and travel in Britain difficult and affected which area the invaders landed in and conquered. Physical features, such as roads and bridges could have helped invading forces, but hillforts would have created barriers between the invading forces and the Britons.

Project: **Misty mountain, winding river – Discrete project**	Learning Objective: **Cycle B – Spring LKS2**	Skills	Knowledge
Introductory knowledge	To compare different physical features. **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**	Describe and compare aspects of physical features.	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a

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	country, and a region within North or South America.		physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth.
Memorable experience	To examine features of a river. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.
Engage – Lesson 1	To describe the journey of a river. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is

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			flat and wide. The water runs into estuaries or creates deltas.
Engage – Lesson 2	To use grid reference to find physical features on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.**	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. The River Trent is the third longest river in the UK. The river has a range of physical and human features along its course.
Engage – Lesson 3	To describe how landscapes changed over time. **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.**	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. View progression Describe and explain the transportation of materials by rivers.	Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.

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Engage – Lesson 4	To locate major rivers and describe their importance to the environment. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	Name, locate and explain the importance of significant mountains or rivers.	Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.
Engage – Lesson 5	To explain what humans can use rivers for. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Rivers are used for leisure, farming, generating energy, transportation and settlements.
Develop – Lesson 1	To describe the physical feature of a mountain. **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.**	Describe and compare aspects of physical features	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.

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Develop – Lesson 2	To identity a range of mountain types. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Identify, describe and explain the formation of different mountain types.	Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.
Develop – Lesson 3	To identify contour lines on a map. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**	Identify the topography of an area of the UK using contour lines on a map.	Topography is the arrangement of the natural and artificial physical features of an area. A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.
Develop – Lesson 4	To describe the features of the country's highest mountain ranges. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some**	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains,

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	of these aspects have changed over time.		England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland.
Develop – Lesson 5	To locate and describe the importance of mountains across the world. **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**	Name, locate and explain the importance of significant mountains or rivers.	Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.
Develop – Lesson 6 – See DT	To explain why specialist equipment is needed for mountaineering.	Investigate and identify the design features of a familiar product.	Design features are the aspects of a product's design that the designer would like to emphasise, such as the use of a particular material or feature that makes the product easier to use or more durable.
Develop – Lesson 7	To describe the water cycle process. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Use specific geographical vocabulary and diagrams to explain the water cycle.	Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.
Develop – Lesson 8 – See science			
Develop – Lesson 9	To compare different locations with varying altitude. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,**	Describe altitudinal zonation on mountains.	Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra

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	mountains, volcanoes and earthquakes, and the water cycle.		that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.
Develop – Lesson 10 – See science			
Develop – Lesson 11	To analyse a range of data to spot patterns. **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. Flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services and supplies of food and water.
Develop – Lesson 12	To explain the importance of soil when using land. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Describe the properties of different types of soil.	Different types of soil include clay, sandy, silty and loamy. A layer of soil covers much of the land on Earth. It is made of rock particles, air, water and humus, which is decayed plant and animal material. The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay

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			particles. Loam is good for plant growth.
Innovate - **You work for the Lake District National Park and have been asked to create an information pack for visitors to the area. You will need to use Ordnance Survey maps and online research to gather useful information for visitors, including details about significant geographical features. Let's get started!**	Step 1 – To identify contour lines on a map. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.** Step 2 – To use grid references to find a location on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.** Step 3 - To use grid references to find a location on a map. **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.** Step 4 – To explain how landscapes can change over time. **Understand the processes that give rise to key physical and human**	Identify the topography of an area of the UK using contour lines on a map. Use four or six-figure grid references and keys to describe the location of objects and places on a map. Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Topography is the arrangement of the natural and artificial physical features of an area. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.

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	geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Step 5 – To explain how land can be used for tourism opportunities. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** Step 6 – See science		
Express	To be able to recall key knowledge from our project.	N/A	N/A
Links to other projects: N/A			

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Project: **Ancient Civilisations (history driver)**	Learning Objective – Cycle B – Summer – LKS2	Skills	Knowledge
N/A	N/A	N/A	N/A

Gaps:

Key Vocabulary:

Compare and Contrast: V-shaped valley, altitude, bog, delta, downstream, elevation, estuary, floodplain, gully, interlocking spur, meander, oxbow lake, riverbed, source, spring, stream, tributary and waterfall.
Human features and landmarks: airport, ferry, interconnection and principal route.
Settlements and land use: aqueduct, canal, leisure, recreation, towpath, lock, transportation and tunnel.
Geographical change: delta, deposition, erosion, floodplain, flow, landscape, meander, sediment and transportation.
Geographical resources: barrier, boundary, topography, atlas, chart, ordnance survey map and sampling.
Data analysis: cause, effect, compare, identity, measure, record, report and research.
Natural and man-made materials: clay, deposition, erosion, loam, sediment and silt.
Environment: altitude, climate, forest, glacier, habitat, landscape, oxygen, tundra.
Physical features: anticline, base, dome, fold, hill, lava, magma, peak, plateau, plate boundary, ridge, slope, summit, tectonic plate and valley.
Physical processes: change of state, cloud, collection, condensation, condense, evaporate, hail, precipitation, sleet, temperature and water cycle
Significant places: energy, farming, goods, leisure, mountain, natural resource, range, settlement and transport.
Maps: Ordnance survey map, easting, grid reference, human features, horizontal axis, marker, northing, vertical axis and six figure grid references.
Position: cardinal compass point, direction, plotting, south west, north west, north east, south east and inter cardinal point.
World: Argentina, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Greenland, Mexico, North America, Panama, Paraguay, Peru, South America, Caribbean, USA, Uruguay, city, continent, culture, religion, language and values.
UK: Lake Windermere, Loch Ness, New Forest, Pennines, Anglesey, River Bann, River Trent, River Wye, Snowdonia and Wales.
Sustainability: bioenergy, biogas, carbon dioxide, hydroelectric power, non- renewable energy, renewable energy and solar power.
Fieldwork: chart, conclusion, data collection, enquiry, evidence, fieldwork, hypothesis, improve, interpret, investigation and survey.
Climate and weather: Mediterranean, contrasting climate, desert, equator, polar, temperate and tropical.
Location: Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, degrees, latitude, mangrove and tropics.