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Subject Leader Summary - Geography

Lesson by lesson breakdown.

Autumn – Cycle A – UKS2

Prior Learning:

- 8 figure grid references
- Identify physical and human features on a map.
- Explore what carbon footprint is.
- Four layers of the Earth.
- Major climate zones.
- Latitude and longitude
- Earthquakes and volcanoes
- Label North and South American countries
- Prove or disprove a hypothesis
- Mountains
- Rivers
- Properties of soil
- Ordnance survey and satellite images
- Discover geographical characteristics of North and South America culture.

Project: Investigating Our World – Discrete project	Learning Objective	Skills	Knowledge
Engage – Lesson 1	To use compass points to describe places. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Analyse and compare a place, or places, using aerial photographs. atlases and maps. View progression Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	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.		Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. Scale is the relationship between the size of an object on a map and its size in real life. For example, a scale of 1:25,000 means that 1cm on the map is equal to 25,000cm, or 250m, in real life. So 4cm on the map is equal to 1km
Engage – Lesson 2	To identify and explain the purpose of contour lines. **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.**	Identify elevated areas, depressions and river basins on a relief map	The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.
Engage – Lesson 3	To use scales and grid reference to interpret maps. **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 compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 1	To compare a range of places on a world map. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **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).**	Analyse and compare a place, or places, using aerial photographs. atlases and maps. View progression Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night)	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.
Develop – Lesson 2	To name and locate climate zones. **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 locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Climate zones have the same average weather conditions, such as temperature, rainfall and seasons. The climate determines the vegetation, or plants, of an area.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 3	To name and locate where vegetation belts 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.**	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Vegetation belts are areas where certain species of plant grow. As animals eat plants, plants that grow in a vegetation belt determine the animals that live there.
Develop – Lesson 4	To name and locate biomes across the world. **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 locate the world's biomes, climate zones and vegetation belts and explain their common characteristics	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 5	To be able to use geographical data to describe physical and human 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 country, and a region within North or South America.** **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.**	Identify and describe the similarities and differences in physical and human geography between continents. View progression Summarise geographical data to draw conclusions.	The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.
Develop – Lesson 6	To find and describe world cities. **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 describe major world cities.	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. Capital cities are usually the seat of government of a country. They are large settlements with a wide range of human features and transport links and can be a centre for business and trade.
Develop – Lesson 7	To explore sustainable manufacturing processes. **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity**	Identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	including trade links, and the distribution of natural resources including energy, food, minerals and water.		
Develop – Lesson 8	To compare locations and distances of cities and landmarks. **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.**	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Relative location is where something is found in comparison with other features.
Develop – Lesson 9	To locate and describe transport networks across 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 and explain the location, purpose and use of transport networks across the UK and other parts of the world	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. A motorway is a main road built for fast travel over long distances. In the United Kingdom, they run north to south and east to west across the country, connecting towns and cities and transport links and allowing people and goods to be moved quickly.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 10	To explain what happens to a settlement once it gets bigger. **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 the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. This can be shown in a settlement hierarchy diagram. Settlements get bigger, have a larger population and have more facilities, workplaces and transport links as you move up the settlement hierarchy diagram. The number of each type of settlement decreases as you move down the settlement hierarchy diagram.
Innovate (over two or three lessons).	To enquire about how settlements change and the impact that this has. **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 the characteristic of a settlement changes as it gets bigger (settlement hierarchy)	Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. This can be shown in a settlement hierarchy diagram.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

			Settlements get bigger, have a larger population and have more facilities, workplaces and transport links as you move up the settlement hierarchy diagram. The number of each type of settlement decreases as you move down the settlement hierarchy diagram.
Express	To be able to recall knowledge from this project.	N/A	N/A
Links within other projects:	N/A	N/A	N/A

Project: Sow, grow and Farm – Driver project	Learning Objective – **Spring – Cycle A – UKS2**	Skills	Knowledge
Introductory Knowledge	To be able to describe the purpose of different land uses. **Describe and understand key aspects of human geography, including: types of settlement and land**	Describe in detail the different types of agricultural land use in the UK.	Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock)

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.
Memorable experience – Allotment visit or alternative	To enquire about the use of the allotment and compare to others. **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.**	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.
Engage – Lesson 1 - See science			
Engage – Lesson 2 - See science			

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Engage – Lesson3 - See science			
Engage – Lesson 4 - See science			
Engage – Lesson 5 - See science			.
Engage – Lesson 6 - See D&T			
Engage – Lesson 7 - See History			
Develop – Lesson 1	To be able to explain what factors affect different farms. **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 topography and soil type affect the location of different agricultural regions	The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.
Develop – Lesson 2	To use features of an ordnance survey map to locate farms. **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 compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			Map features, such as contour lines and symbols, can help to determine the type of land use of an area.
Develop – Lesson 3 - see PHSE			
Develop – Lesson 4 – See science			
Develop – Lesson 5	To describe how climate can affect land use. **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 soil fertility, drainage and climate affect agricultural land use.	Soil fertility, drainage and climate influence the placement and success of agricultural land. The warm climate, sloping topography, good transport links and seaweed fertiliser make Jersey an ideal place to grow Jersey Royal potatoes. Only potatoes grown on Jersey can be called Jersey Royals.
Develop – Lesson 6 – See Art and Design			
Develop – Lesson 7	To use an atlas to find a range of climate zones. **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 locate the world's biomes, climate zones and vegetation belts and explain their common characteristics	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.
Develop – Lesson 8	To describe how climate affects how we sue 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.**	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. View progression Explain how the climate affects land use.	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.
Develop – Lesson 9	To explain how temperature change can affect the growth of produce. **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 soil fertility, drainage and climate affect agricultural land use.	Soil fertility, drainage and climate influence the placement and success of agricultural land. The soil and climate of California make it ideal for growing citrus fruits.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 10	To identify issues in farming in across other countries. **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.**	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand.
Develop – Lesson 11	To explain why far certain foods have travelled so far. **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 and explain the location, purpose and use of transport networks across the UK and other parts of the world	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			The journey that food travels from producer to consumer is measured in food miles.
Develop – Lesson 12 – See PHSE			
Innovate -	You are a small group of gardeners who want to set up a market gardening business. You will need to create a proposal for the market garden, which considers all the factors that are important for successfully growing, distributing and selling your produce. Let's get started! Step 1 – To use geographical features to locate a suitable place for a market garden. **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 2 – See DT Step 3 – To understand which crops are best grown in certain areas. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** Step 4 – See science Step 5 – To be able to choose a specific location and give reasons why. **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.**	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Describe how soil fertility, drainage and climate affect agricultural land use. Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. Soil fertility, drainage and climate influence the placement and success of agricultural land. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

	Step 6 – See PHSE		
Express	To be able to recall geographical knowledge.	N/A	N/A
Lesson 1 – See PHSE			
Links to other projects: N/A			

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Gaps:

- Directional language and using 8 compass points.
- Four figure grid references.
- Seven continents.
- Locating certain countries within continents e.g. France, Spain or Mexico.

Project: **Ground breaking Greeks – History focus.**	**Learning Objective – Cycle A Summer – UKS2**	Skills	Knowledge
Engage – Lesson 1	To compare places using aerial photographs. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.**	Analyse and compare a place, or places, using aerial photographs. atlases and maps.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. Ancient Greece, in southern Europe, consisted of the Greek mainland and surrounding islands. 80% of mainland Greece is mountainous, which provided a natural barrier against attack from invaders and created isolated city states. Only 20% of the land was suitable for farming. Greece is surrounded by the sea, which was used by the ancient Greeks for trade, transport and warfare

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

- Range of climate zones across the Earth.
- Uk counties
- Physical and human features.

Key Vocabulary:

Compare and Contrast – compare, continent, life expectancy, literacy rate, population density, religion, wealth, difference, identify and similarity.
Human features and landmarks – A road, B road, canal, motorway, cargo, dock, plantation, supermarket and transportation.
Settlements and land use – agriculture, allotment, arable, commercial farm, crop, floriculture, forestry, livestock, rural, urban and viticulture.
Data analysis – demographic, economic, interpret, calculate, conclude, hypothesis, measure, research and summarise.
Fieldwork – investigate, observe, question, survey, describe and identify.
Natural and man-made materials – land, nutrient and soil.
Environment – Mediterranean, aquatic biome, biodiversity, boreal forest, ecosystem, freshwater, grassland, landscape, marine, savannah, polar, termperate taiga, tundra, vegetation and vegetation belt.
Physical features – coastline, grassland, highland, loam, plain, silt and valley.
Physical processes – climate, drainage and fertiliser.
Climate and weather – frost, humidity, polar, tropical, temperate and season.
Significant places – South America, developing country and equator.
Position – north west, north east, south west, south east, map scale, cardinal compass point, residential and contour line.
UK – Brighton, Bristol, Cardiff, Exeter, London, Oxford, distance, gradient, topography and relative location.
Geographical resources – time zone map, ordnance survey map, aerial map, satellite map and atlas.
Geographical change – change over time, industrial growth, population growth, settlement hierarchy.
Maps – ordnance survey, contour, depression elevation, gradient, peak, relief map, sea level, slope, terrain and valley.
Location – GMT, North Pole, South Pole, Prime Meridian, degree, longitude.
World – Africa, Argentina, Asia, Australia, Austria, Egypt, Europe, New Zealand, Washington and continent.
Sustainability – carbon footprint, eco-friendly, hazardous substances, recycle, reduce, renewable energy, resource efficency, reuse and waste.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

Project: **Maafa – History driver – Discrete geography project – Our changing world**	Learning Objective – **Cycle B – UKS2 - Autumn**	Skills	Knowledge
Engage – Lesson 1	To identify key features of 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).**	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Engage – Lesson 2	To understand why countries have different time zones. **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 position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to
Engage – Lesson 3	To use longitude and latitude to find 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 lines of longitude and latitude or grid references to find the position of different geographical areas and features.	Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
Engage – Lesson 4	To use appropriate scales on a map. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Use satellite imaging and maps of different scales to find out geographical information about a place	Satellite images are photographs of Earth taken by imaging satellites. Maps are smaller than the places they represent, so they have to be drawn to

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			scale. A scale on a map is written as a ratio, for example, 1cm: 800km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.
Engage – Lesson 5	To use scales to find out information on a map. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**	Use satellite imaging and maps of different scales to find out geographical information about a place	Satellite images are photographs of Earth taken by imaging satellites. Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.
Engage – Lesson 6	To use grid reference and symbols to find locations on a map. **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 grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

Develop – Lesson 1	To describe some of the effects of climate change. **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 climate change affects climate zones and biomes across the world.	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
Develop – Lesson 2	To explain how weather affects the location where people live. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** **Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.**	Describe the physical processes, including weather, that affect two different locations. View progression Evaluate the extent to which climate and extreme weather affect how people live.	Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.
Develop – Lesson 3	To explore how countries trade 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**	Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.	North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).

Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	physical and human characteristics, countries, and major cities. **North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).**		Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. Some countries, such as Saudi Arabia, Russia and Iraq, have natural resources to export, such as coal, oil, gas and metal ores. Others, such as North America, Canada and Ukraine, have fertile farmland for growing crops and raising animals. Other countries, such as the United States of America, Mexico, the UK, China and Germany, use natural resources to make products, such as cars and toys, which they export worldwide.
Develop – Lesson 4	To describe how humans can use the environment to protect the Earth. **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.**	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.	Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.
Develop – Lesson 5	To compare geographical data and suggest why it might be different. **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 and present increasingly complex data, comparing data from different sources and suggesting why data may vary.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast rural roads. Most accidents happened on urban roads due to the volume of traffic, but there were fewer deaths. Factors that cause accidents on rural roads are speeding, blind bends, people walking in the road, no cycle lanes and motorcyclists overtaking or having little knowledge of the roads. Urban roads have higher traffic volumes but are usually wider, have fewer bends, cycle lanes and more footpaths, so accidents are less likely to be fatal. Motorways Have the lowest number of accidents in each category.
Develop – Lesson 6	To compare geographical data linked to road safety. **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 and present increasingly complex data, comparing data from different sources and suggesting why data may vary	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
Develop – Lesson 7	To describe how and why the population changes across the UK. **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical**	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.	A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another. Settlements can be rural or urban. Their patterns include linear, circular, Y-shaped, T-shaped and cross-shaped.

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		They can also be compact or dispersed. Settlements grow and change over time. Hamlets can become villages; villages can become towns, and towns can become cities.
Innovate (over three sessions)	What settlement patterns can we observe in our local area? **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.** **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.** **Name and locate counties and cities of the United Kingdom,**	Explain how humans function in the place they live. View progression Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. View progression Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	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.		
Express	To recall key knowledge from our project.	N/A	N/A
Links to Other Projects:			
Maafa - Memorable Experience	To explain how humans use their 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.**	Explain how humans function in the place they live	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Africa is the world's second largest and second most populous continent, after Asia. Africa is a diverse continent with a variety of different climates, landscapes, human settlements and population

Project: **Frozen Kingdoms – Driver project.**	Learning Objective: **Cycle B – Spring UKS2**	Skills	Knowledge
Introductory Knowledge	To name a range of key features of the Earth.	Use grid references, lines of latitude and longitude, contour lines and symbols in	A geographical area can be understood by using grid references and lines of latitude and longitude to identify

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	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.	maps and on globes to understand and record the geography of an area.	position, contour lines to identify height above sea level and map symbols to identify physical and human features. Latitude and longitude enable locations on Earth to be identified in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.
Memorable experience	To describe and compare a different climate. **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 the climatic similarities and differences between two regions.	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers.
Engage – Lesson 1	To describe the similarities and differences between to climates. **Understand geographical similarities and differences through the study of human and physical**	Describe the climatic similarities and differences between two regions	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		and minimum levels of precipitation and average monthly temperatures. The Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. The Antarctic region has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range between -60°C and -20°C .
Engage – Lesson 2	To explain the polar day and night time zones. **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 position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun.

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			The tilt away from the Sun creates near constant darkness, known as polar night.
Engage – Lesson 3	How are polar oceans different to other oceans on Earth? **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.** **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. View progression Explain how the presence of ice makes the polar oceans different to other oceans on Earth.	Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
Engage – Lesson 4	To compare physical features of polar landscapes. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,**	Compare and describe physical features of polar landscapes.	The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA,

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	mountains, volcanoes and earthquakes, and the water cycle.		Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice. Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Glaciers are slow-moving masses of ice that are made of compacted snow. Mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow.
Engage – Lesson 5	To explain how climate change affects different climate zones. **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 climate change affects climate zones and biomes across the world.	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

			rearing livestock, all contribute to global warming.
Engage – Lesson 6	To explain how the Earth's natural resources are used. **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 distribution of natural resources in an area or country.	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.
Engage – Lesson 7	To explain how indigenous people live. **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 how humans function in the place they live.	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.
Engage – Lesson 8	To explain how tourism can change a place over a period of time. **Understand the processes that give rise to key physical and human**	Explain how humans function in the place they live.	The distribution of and access to natural resources, cultural influences and

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Subject Leader Summary - Geography

LANDAU FORTE ACADEMY MOORHEAD

	geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.		economic activity are significant factors in community life in a settlement. Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.
Develop – Lesson 1 – See science			
Develop – Lesson 2 – See science			
Develop – Lesson 3 – See science			
Develop – Lesson 4 – See science			
Develop – Lesson 5 – See History			
Develop – Lesson 6 – See History			
Develop – Lesson 7 – See History			
Develop – Lesson 8 – See History			
Develop – Lesson 9 – See History			
Innovate - **You have been asked to write a magazine article for 'Pole to Polar', a company specialising in Arctic Circle cruises. You will need to use your knowledge of the polar region and further online research to ensure that your article is interesting and informative. Let's get started!**	Step 1- To identify key features of the Arctic Circle. **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 position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Identify the position and explain the significance of latitude, longitude,	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.

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Subject Leader Summary - Geography

	Step 2 – To explain the phenomenon of polar day and night. **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).** Step 3 – See science Step 4 – See science Step 5 – To explain how indigenous people lived. **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 – To compare features of polar landscapes. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**	equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Explain how humans function in the place they live. Compare and describe physical features of polar landscapes	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
Express	To recall key geographical knowledge	N/A	N/A

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Subject Leader Summary - Geography

Projects: **Britain at War –History driver project**	Learning Objective – **Cycle B – Summer – UKS2**	Skills	Knowledge
Develop – Lesson 2	To draw connections between axis and allies. **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 interconnections between two or more areas of the world.	Geographical interconnections are the ways in which people and things are connected. The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers.