Knowledge and Skills Progression Map – Greenlands Primary School Date: September 2023

CLASS / YEAR GROUP 1			
	Autumn 1/2	**Spring 1/2**	**Summer 1/2**
Focus	Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key	Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
Enquiry Question	**What is it like here?**	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
National Curriculum **EYFS Statutory Framework**	**Place Knowledge** **Locational Knowledge** **Human and physical geography** Use basic knowledge to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop **Geographical skills and fieldwork** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional	**Locational Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge** NA **Human and Physical Knowledge** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geography skills and fieldwork** Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its	**Locational Knowledge** Name and locate the world's seven continents and five oceans **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Knowledge** Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geography skills and fieldwork**

	language [for example, near and far; left and right], to describe the location of features and routes on a map.		grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	
Key Vocabulary	aerial photograph aerial view atlas, city country directional language distance features globe improve key land	locate location map north place questionnaire sea survey symbol town village	atlas capital city climate compass continent country direction land locate	location map rain gauge season temperature thermometer weather weather vane	continent country different directional language e.g. near, far, next to, behind, etc. key human feature	map physical feature similar symbol
Prior Knowledge (indicate year group)			What is it like here? Year 1 Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.		What is the weather like in the UK? Year 1 Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK.	

			Suggest appropriate clothing and activities for each season.
Key Knowledge (Substantive)	**Locational knowledge** To know the name of the country and city they live in. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. **Place knowledge** NA **Human and physical knowledge** NA **Geographical skills and fieldwork** To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	**Locational Knowledge** To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. **Place Knowledge** NA **Human and Physical Knowledge** To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. **Geography skills and fieldwork** To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map	**Locational Knowledge** To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) To know that the UK is short for 'United Kingdom' To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. **Place Knowledge** To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. **Human and Physical Knowledge** To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans. **Geography skills and fieldwork** To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above.

			To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map.
Key Skills (Disciplinary)	**Locational knowledge** NA **Place knowledge** NA **Human and physical knowledge** Recognising some physical features in their locality Recognising some human features in their locality. **Geographical skills and fieldwork** Using an atlas to locate the UK Using directional language to describe features on a map in relation to other features (real or imaginary). Using directional language to describe the location of objects in the classroom and playground. Responding to instructions using directional language to follow routes Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple	**Locational Knowledge** Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. **Place Knowledge** NA **Human and Physical Knowledge** Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. **Geography skills and fieldwork** Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.	**Locational Knowledge** Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. **Place Knowledge** Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country **Human and Physical Knowledge** Recognising some physical features in their locality Recognising some human features in their locality. **Geography skills and fieldwork** Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

	pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Recognising local landmarks on aerial photographs. Geographical skills and fieldwork Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** Where in the world are we? **Lesson 2:** What can we see in the classroom? **Lesson 3:** What can we find in our school grounds? **Lesson 4 :** Where are the different places in our school? **Lesson 5:** How do we feel about our playground? **Lesson 6:** Can we make our playground even better?	**Lesson 1:** Where is the UK? **Lesson 2:** What are the four seasons? **Lesson 3:** What are the compass directions? **Lesson 4:** What is the weather like today? **Lesson 5:** Is the weather the same everywhere in the UK? **Lesson 6:** How do people prepare for the weather?	**Lesson 1:** What can we see in our local area? **Lesson 2:** Can we map our local area? **Lesson 3:** Where in the world is China? **Lesson 4:** What can you see in China? **Lesson 5:** What is Shanghai like? **Lesson 6:** How is Shanghai different from our local area?

End of unit goals. Suggested assessment task?	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey. Assessment https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-it-like-here/assessment-geography-y1-what-is-it-like-here/	Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-the-weather-like-in-the-uk/assessment-geography-y1-what-is-the-weather-like-in-the-uk/	Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-it-like-to-live-in-shanghai/assessment-geography-y1-what-is-it-like-to-live-in-shanghai/
Suggestions for the development of deeper learning	**Lesson 1** Identify features from the aerial photograph and write their own labels using the Activity: Labels (extension version) **Lesson 2** Draw and label additional classroom features as well as using objects. **Lesson 3**	**Lesson 1** Challenged to close their atlas and label the four countries of the UK on their map and locate where they live. Use different colours to shade each UK country on the map. **Lesson 2** Identify seasonal changes and make comparisons between seasons. **Lesson 3**	**Lesson 1** Use directional language to describe features in relation to each other (e.g. near, far, behind, in front of, next to, right, left); Label the printed images of the human or physical features encountered during the fieldwork with the type of feature and location using directional language. **Lesson 2**

	Choose appropriate symbols to add two more observed features to the map of the school grounds. **Lesson 4** Add labels to their map and describe the location of features in relation to other features using directional language. **Lesson 5** Add one more playground feature they like or dislike and explain why. **Lesson 6** Add labels to describe their design.	Label north, east, south and west using the *Activity: Compass directions* (extension). **Lesson 4** Add labels or sentences to their sketches to describe the weather using the correct vocabulary. Consider how they think the weather might change in one, three and six months' time. **Lesson 5** Accurately locate the four capital cities in the UK and use directional vocabulary to describe the weather in each location. **Lesson 6** Add a sentence in each box on the activity, explaining their choices.	Add a key to their sketch map; could independently describe the location of features using all four compass directions when presenting their maps to the class. **Lesson 3** Use the *Activity: World map: extension version*; could add a compass labelling 'N' for 'north'; label the nearest oceans to the UK and China using their atlas. **Lesson 4** Discuss why and how humans use the features they identify in the images of Shanghai. **Lesson 5** Discuss why and how humans use the features they identify in the images of Shanghai. **Lesson 6** Draw the view from their window at home; Describe what would be different if they lived in Shanghai.
Enrichment opportunities			
Links to future learning	**What is the weather like in the UK? Year 1** Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK.	**Would you prefer to live in a hot or cold place? Year 2** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places.	**Would you prefer to live in a hot or cold place? Year 2** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places.

	Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season	Locate some countries with hot or cold climates on a world map	Locate some countries with hot or cold climates on a world map

CLASS / YEAR GROUP 2

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Enquiry Question	**Would you prefer to live in a hot and cold place?**	**Why is our world wonderful?**	**What is it like to live by the coast?**
National Curriculum	**Locational knowledge** Name and locate the world's seven continents and five oceans **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Locational Knowledge** Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge** NA **Human and Physical Knowledge** Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geography skills and fieldwork**	**Locational Knowledge** Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge** NA **Human and Physical Knowledge** Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geography skills and fieldwork**

	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Key Vocabulary	continent country map locate land sea ocean globe arid climate compass desert ice sheet location	weather savannah vegetation grasslands rainforest tropical polar Equator human feature physical feature urban rural temperate mild	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location	map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation	arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature	locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village

	map pack ice	rain gauge thermometer			location	
Prior Knowledge (indicate year group)	**What is the weather like in the UK? Year 1** Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season **What is it like to live in Shanghai? Year 1** Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map.		**Would you prefer to live in a hot or cold place? Year 2** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map		**Why is our world wonderful? Year 2** Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	

	Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.		
Key Knowledge (Substantive)	**Locational knowledge** To be able to name the seven continents of the world. **Place knowledge** To know some similarities and differences between their local area and a contrasting non European country. **Human and physical geography** To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. **Geography skills and fieldwork** To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	**Locational Knowledge** To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. **Place Knowledge** NA **Human and Physical Knowledge** To know some key physical features of the UK. To know some key human features of the UK. **Geography skills and fieldwork** To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.	**Locational Knowledge** To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. **Place Knowledge** NA **Human and Physical Knowledge** To know some key physical features of the UK. To know some key human features of the UK. **Geography skills and fieldwork** To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

Key Skills (Disciplinary)	**Locational knowledge** Locating all the world's seven continents on a world map **Place knowledge** Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country Describing what physical features may occur in a hot place in comparison to a cold place **Human and physical knowledge** Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map Locating hot and cold areas of the world in relation to the Equator and the North and South poles. **Geography skills and fieldwork** Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives.	**Locational Knowledge** Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. **Place Knowledge** NA **Human and Physical Knowledge** NA **Geography skills and fieldwork** Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key.	**Locational Knowledge** Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area . **Place Knowledge** NA **Human and Physical Knowledge** NA **Geography skills and fieldwork** Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using a map to follow a prepared route. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).

	Recognising there are different ways to answer a question.	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Classifying the features they notice into human and physical with teacher support. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.
Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** Where are the continents? **Lesson 2:** Where are the coldest places on earth? **Lesson 3**: Where is the equator? **Lesson 4:** What is life like in a hot place? **Lesson 5:** Do we live in a hot or cold place? **Lesson 6:** Would you prefer to live in a hot or cold place?	**Lesson 1:** What are some of the UK's amazing features and landmarks? **Lesson 2:** Where are some of the world's most amazing places? **Lesson 3:** Where are our oceans? **Lesson 4:** What is amazing about our local area? **Lesson 5:** Why are natural habitats special? **Lesson 6:** How can we look after natural habitats?	**Lesson 1:** Where are the seas and oceans surrounding the UK? **Lesson 2:** What is the coast? **Lesson 3:** What are the features of the Jurassic Coast? **Lesson 4:** How do people use Weymouth? **Lesson 5:** How do people use our local coast? Data collection **Lesson 6:** how do people use our local coast? Findings

End of unit goals. Suggested assessment task?	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/would-you-prefer-to-live-in-a-hot-or-a-cold-place/assessment-geography-y2-would-you-prefer-to-live-in-a-hot-or-cold-place/	Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/why-is-our-world-wonderful/assessment-geography-y2-why-is-our-world-wonderful/	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/assessment-geography-y2-what-is-it-like-to-live-by-the-coast/
Suggestions for the development of deeper learning	**Lesson1** Circle the continents closest to where they live; rank all the continents from largest to smallest; rank the continents by the number of countries each one contains. **Lesson2** Annotate their world maps with facts (from the lesson or prior knowledge) about the North and South Poles. **Lesson 3**	**Lesson 1** Complete the optional activity (see Main event) and choose two or more features of the UK to write about. Use directional language (including compass points) to describe the locations. **Lesson 2** Write a description about one feature and describe its location using directional vocabulary, including compass directions. **Lesson 3**	**Lesson 1** Use the *Activity: UK map: extension version*; draw a compass on the map. **Lesson 2** Locate and label other coasts in the UK; name and locate the coast closest to them. **Lesson 3** Draw the Jurassic Coast and label the features; use link: Google Earth to identify the physical features on a different coast in the UK. **Lesson 4**

	Use the atlas to locate the continents and countries the Equator runs through and label them on their *Activity: World map*; consider why the Equator is hot and the poles are cold or why the UK has a mild climate. **Lesson 4** Use *Activity: Similarities and differences (extension)* to fully explain why they would prefer to live in the UK or Kenya. **Lesson 5** Use *Activity: Do we live in a hot or cold place? (extension)* to write about the weather conditions. **Lesson 6** Label more than one country near the North Pole, South Pole and the Equator; should justify their preferred place to live by describing its climate and landforms.	Locate a lake, sea or river on each continent using their atlas. Use a digital device to research the largest lakes or longest rivers on each continent using the link: Kiddle (see Teacher guidance). **Lesson 4** Add more features to the map and include these on the key. Use the compass to describe the location of the different features. **Lesson 5** Repeat the sampling in three different areas such as near a path or on a dry or wet area of vegetation. Note findings on the OS map and add labels. **Lesson 6** Write some sentences to explain their ideas on the poster. Add words to describe their senses when they were in a woodland or green space, such as I saw…, I heard…, I smelled…, I felt…	Research another coast in the UK (such as Pembrokeshire, Wales) and make a comparison to Weymouth in their advert. **Lesson 5** Use the *Activity: Tally chart: extension version*; could choose an area (for example, outside a shop) to spend five minutes and add a tally mark each time they see a person in that area. Repeat in a different area (for example, outside a cafe) and compare which area is the busiest. **Lesson 6** Use the *Activity: Pictogram: extension version*; decide how to present data, e.g. in a pictogram or bar chart.
Enrichment opportunities			
Links to future learning	**Who lives in Antarctica? Year 3** Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica.	**Why do people live near volcanoes? Year 3** Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form.	**Are all settlements the same? Year 3** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi.

	Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.

CLASS / YEAR GROUP 3

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.

Enquiry Question	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
National Curriculum	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

			the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		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.	
Key Vocabulary	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma	magma chamber man-made rock mantle metamorphic rock natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	climate climate zone compass points direction drifting ice hemisphere ice sheet	ice shelf iceberg lines of latitude lines of longitude treaty	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local	memorial metro monument nucleated place of worship recreational land region residential land settlement transportation
Prior Knowledge (indicate year group)	**Why is our world wonderful? Year 2** Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map.		**Would you prefer to live in a hot or cold place? Year 2** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya.		**What is it like to live by the coast? Year 2** Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts.	

	Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map	Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
Key Knowledge (Substantive)	**Locational Knowledge** To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement **Place Knowledge** To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community To know ways in which communities respond to earthquakes. **Human and Physical Knowledge** To know the different types of mountains and volcanoes and how they are formed (3 classifications of volcanoes). To know that an earthquake is the intense shaking of the ground.	**Locational Knowledge** To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.	**Locational Knowledge** To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. **Place Knowledge** NA **Human and Physical Knowledge** To know the main types of land use. To know the different types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside.

	To know the different types of settlement. To know that a natural resource is something that people can use which comes from the natural environment. **Geography skills and fieldwork** To recognise world maps as a flattened globe. To know how to use various simple sampling techniques. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate	To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. **Place Knowledge** NA **Human and Physical Knowledge** To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones. To know water is used by humans in a variety of ways. To know that a natural resource is something that people can use which comes from the natural environment. **Geography skills and fieldwork** To understand that a scale shows how much smaller a map is compared to real life.	To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries **Geography skills and fieldwork** To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know what a bar chart, pictogram and table are and when to use which one best to represent data.

		To recognise world maps as a flattened globe. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	
Key Skills (Disciplinary)	**Locational Knowledge** Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. **Place Knowledge** Describing how and why humans have responded in different ways to their local environments. **Human and Physical Knowledge** Understanding some of the causes of climate change Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur (3 classifications of volcanoes and 3 types of plate boundaries).	**Locational Knowledge** Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. **Place Knowledge** Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places.	**Locational Knowledge** Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how a locality has changed over time, giving examples of both physical and human features. **Place Knowledge** Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

	Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. **Geography skills and fieldwork** Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information Finding answers to geographical questions through data collection.	Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. **Human and Physical Knowledge** Describing where volcanoes, earthquakes and mountains are located globally. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. **Geography skills and fieldwork** Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Making and using a simple route on a map. Observing, recording, and naming geographical features in their local environments.	**Human and Physical Knowledge** Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. **Geography skills and fieldwork** Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph

			and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Finding answers to geographical questions through data collection.
Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** How is the world constructed? **Lesson 2:** Where are mountains formed? **Lesson 3:** Why and where do we get volcanoes? **Lesson 4:** What are the effects of a volcanic eruption? **Lesson 5:** What are earthquakes and where do we get them? **Lesson 6:** Where have the rocks around school come from?	**Lesson 1:** What is climate? **Lesson 2:** Where is Antarctica? **Lesson 3:** Who lives in Antarctica? **Lesson 4:** Who was Shackleton? **Lesson 5:** Can we plan an expedition around school? **Lesson 6:** How did our expedition go?	**Lesson 1:** What is a settlement? **Lesson 2:** How is land used in my area? **Lesson 3:** Can I explain the location of features in my area? **Lesson 4:** How has my local area changed over time? **Lesson 5:** How is land used in New Delhi? **Lesson 6:** How does land use in New Delhi compare with my local area?
End of unit goals. Suggested assessment task?	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form.	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica.	Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi.

	Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/why-do-people-live-near-volcanoes/assessment-geography-y3-why-do-people-live-near-volcanoes/	Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/who-lives-in-antarctica/assessment-geography-y3-who-lives-in-antarctica/	Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/assessment-geography-y3-are-all-settlements-the-same/
Suggestions for the development of deeper learning	**Lesson 1** Stick their model onto paper to annotate with more facts about each layer **Lesson 2** Be given the names of the four specific mountains to find and map independently **Lesson 3** Use Google Earth to find images of researched volcanoes and may want to research further into the Ring of Fire **Lesson 4**	**Lesson 1** Test their knowledge of the lines of latitude and longitude by giving the corresponding coordinates to describe the location of other countries. **Lesson 2** Calculate Antarctica's approximate length using the map's scale bar, a ruler and a calculator. **Lesson 3** Write about the answers to the following questions in their *Activity: Postcard:* Why doesn't Antarctica have a capital city? What are the most	**Lesson 1** Think about the benefits and drawbacks of living in each type of settlement. **Lesson 2** Complete the challenge on the *Activity: Local OS map* using the eight points of a compass to write sentences about the features they have identified on the OS map. **Lesson 3** Use the terminology (recreational, transport, agricultural, residential and commercial) to

	Extend the reasoning behind their choices, weighing up both decisions, explaining the pros and cons and recognising that the decision is complex **Lesson 5** Answer all questions independently in the *Activity: My earthquake-proof building* and label, with explanations, the features of their building **Lesson 6** Can identify features of rocks (grains, layers, colour) while actively completing the fieldwork and may suggest how rocks were formed and arrived on the school grounds (for example, from a volcano, mountain or coastal area) Answer the questions on *Activity: Map of school grounds* independently	challenging aspects of living there? What are the best things to see and why? **Lesson 4** Add the date next to each point plotted on their map to see the timeline of Shackleton's journey. **Lesson 5** Use the eight points of the compass when writing their instructions. **Lesson 6** Compare how their expedition is similar or different to Shackleton's. Identify the opposite direction of the eight compass points. Consider how and why Shackleton used a compass to navigate his way out of Antarctica.	describe the areas of land use encountered along the route. **Lesson 4** Complete the challenge on the *Activity: Changes over time* before the class discussion in the Wrapping up. **Lesson 5** Identify similarities and differences between features in New Delhi and their local area. **Lesson 6** Suggest why settlements and land use may differ in different places; recognise land use patterns in different settlement types (for example, residential areas in villages, transport use in towns and leisure facilities in cities).
Enrichment opportunities			
Links to future learning	**Why are rainforests important to us?** **Year 4** Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing.	**What are rivers and how are they used?** **Year 4** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment.	**What are rivers and how are they used?** **Year 4** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment.

	Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Make suggestions on how a river environment could be improved.	Make suggestions on how a river environment could be improved.
CLASS / YEAR GROUP 4			
	Autumn 1/2	**Spring 1/2**	**Summer 1/2**
Focus	Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally	Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.
Enquiry Question	**Why are rainforests important to us?**	**Where does our food come from?**	**What are rivers and how are they used?**
National Curriculum	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use

	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** NA **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.		Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.		patterns; and understand how some of these aspects have changed over time **Place Knowledge** NA **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Key Vocabulary	analyse biome buttress roots canopy layer community data deforestation drought emergent layer	lines of latitude logging method mining present questionnaire quote risk route	air freight carbon footprint consume distribution export fertiliser food bank food miles	qualitative quantitative reliability responsible trade sample size scale bar seasonal food source	condensation delta estuary evaporation flooding floodplain groundwater irrigation	percolation precipitation river mouth source transpiration tributary valley water cycle

	enquiry Equator forest floor global warming greenhouse gas indigenous peoples interpret lianas	summarise Tropic of Capricorn Tropic of Cancer understory layer vegetation vegetation belts	grant import pesticides produce	sustainability trade trend	leisure meander oxbow lake	waterfall
Prior Knowledge (indicate year group)	**Why is our world wonderful? Year 2** Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.		**Are all settlements the same? Year 3** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.		**What is it like to live by the coast? Year 2** Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.	
Key Knowledge (Substantive)	**Locational Knowledge** To know where North and South America are on a world map To know the names of some countries and major cities in Europe and North and South America		**Locational Knowledge** To know where North and South America are on a world map. To know that climate zones are areas of the world with similar climates.		**Locational Knowledge** To know where North and South America are on a world map. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers.	

	To know the names of some of the world's most significant rivers To know that climate zones are areas of the world with similar climates To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the name of some counties in the UK (local to your school To know the main types of land use To know that countries near the Equator have less seasonal change than those near the poles To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates **Place Knowledge** NA **Human and Physical Knowledge** To know that the water cycle is the processes and stores which move water	To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar. To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. **Place knowledge** NA **Human and physical Knowledge** To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.	To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. **Place knowledge** NA **Human and physical Knowledge** To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know the main types of land use. To know the different types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. **Geography skills and fieldwork** To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe.

	around our Earth and to be able to name these To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife To know the world's biomes To know that the hottest biomes are found between the Tropics of Cancer and Capricorn To know that climate zones are areas of the world with similar climates To know the world's different climate zones To know that climates can influence the foods able to grow To know the main types of land use To know that a natural resource is something that people can use which comes from the natural environment To know the threats to the rainforest both on a local and global scale **Geography skills and fieldwork** To recognise world maps as a flattened globe To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes To know that an OS map shows human and physical features as symbols To know an enquiry-based question has an open-ended answer found by research To know that quantitative data involves numerical facts and figures and is often objective To know that an annotated drawing or sketch map is hand drawn and gives a rough	To know that climate zones are areas of the world with similar climates. To know the world's different climate zones. To know that climates can influence the foods able to grow. To know the main types of land use. To know that a natural resource is something that people can use which comes from the natural environment. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. **Geography skills and fieldwork** To know that grid-references help us locate a particular square on a map. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective To know that quantitative data involves numerical facts and figures and is often objective.	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid-references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and table are and when to use which one best to represent data.

	idea of features of an area without having to be completely accurate To know that quantitative data involves numerical facts and figures and is often objective To know what a bar chart, pictogram and table are and when to use which one best to represent data		
Key Skills (Disciplinary)	**Locational Knowledge** Locating some countries in Europe and North and South America using maps Locating key physical features in countries studied including significant environmental regions (Amazon rainforest) Locating some key human features in countries studied Locating some of the world's most significant rivers and identifying any patterns Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK Identifying how topographical features studied have changed over time using examples Describing how a locality has changed over time, giving examples of both physical and human features Finding the position of the Equator and describing how this impacts our environmental regions Finding lines of latitude and longitude on a globe and explaining why these are important Identifying the position of the Tropics of Cancer and Capricorn and their significance **Place Knowledge**	**Locational Knowledge** Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position and significance of both the Arctic and Antarctic Circle. **Place knowledge** Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK **Human and physical Knowledge** Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change.	**Locational Knowledge** Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating some of the world's most significant rivers and identifying any patterns. Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. **Place knowledge** Describing how and why humans have responded in different ways to their local environments. **Human and physical Knowledge** Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and

	Describing and beginning to explain similarities between two regions studied Describing and beginning to explain differences between two regions studied Describing how and why humans have responded in different ways to their local environments Discussing climates and their impact on trade, land use and settlement Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK **Human and Physical Knowledge** Mapping and labelling the six biomes on a world map Understanding some of the causes of climate change Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities Describing how humans use water in a variety of ways Describing and understanding types of settlement and land use Explaining why a settlement and community has grown in a particular location Describing how humans can impact the environment both positively and negatively, using examples **Geography skills and fieldwork** Beginning to use maps at more than one scale Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied	Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Beginning to choose the best approach to answer an enquiry question. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect qualitative fieldwork data. Using a questionnaire / interviews to collect quantitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations,	earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. **Geography skills and fieldwork** Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Geographical skills and fieldwork. Saying which directions are N, S, E, W on an OS map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.

	Finding countries and features of countries in an atlas using contents and index Making and using a simple route on a map Beginning to choose the best approach to answer an enquiry question Mapping land use in a small local area using maps and plans Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher Asking and answering one- step and two-step geographical questions Observing, recording, and naming geographical features in their local environments Making annotated sketches, field drawings and freehand maps to record observations during fieldwork Collecting quantitative data in charts and graphs Using a questionnaire / interviews to collect quantitative fieldwork data Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information Suggesting different ways that a locality could be changed and improved Finding answers to geographical questions through data collection	writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.	Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.

Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** Where in the world are tropical rainforests? **Lesson 2:** What is the Amazon rainforest like? **Lesson 3:** Who lives in the rainforest? **Lesson 4:** How are rainforests changing? **Lesson 5:** How is our local woodland used?: Data collection **Lesson 6:** How is our local woodland used?: Findings?	**Lesson 1:** How can our food choices impact the environment? **Lesson 2:** What does it mean to trade fairly? **Lesson 3:** How do we get our chocolate? **Lesson 4:** Where does food come from? **Lesson 5:** Are our school dinners locally sourced? **Lesson 6:** Is it better to buy local or imported food?	**Lesson 1:** What is the water cycle? **Lesson 2:** How is a river formed? **Lesson 3:** Where can we find rivers? **Lesson 4:** How are rivers formed? **Lesson 5:** What can we find out about our local river? **Lesson 6:** What features does our local river have?
End of unit goals. Suggested assessment task?	Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/why-are-rainforests-important-to-us/assessment-	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/where-does-our-food-come-from/assessment-geography-y4-where-does-our-food-come-from/	Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/what-are-rivers-and-how-are-they-used/assessment-geography-y4-what-are-rivers-and-how-are-they-used/

	geography-y4-why-are-rainforests-important-to-us/		
Suggestions for the development of deeper learning	**Lesson 1** Consider how animals and humans use the rainforest to their advantage. Could suggest ways in which humans are damaging the rainforest **Lesson 2** Add labels and sentences to their *Activity: Layers of the rainforest* without using the word bank **Lesson 3** Consider the impact the changes to the Amazon rainforest has on indigenous people and how their lives may be changing. Draw their own map and images on *Activity: Indigenous communities* **Lesson 4** Consider what they have learnt in English about persuasive writing and use specific techniques in their *Activity: Letter plan*, such as the use of emotive language, bringing together what they have learnt both in this lesson and the previous one **Lesson 5** Be responsible for checking all activities have been completed and the group has collected enough data. Consider the limitations of the data collection methods (e.g. only taken at a particular time of day or year, children may be at school so not a fair representation, etc.)	**Lesson 1** Read the meat section in the *Activity: Food and the environment.* Focus on the impact of more than one food type in their short film. **Lesson 2** Add the advantages and disadvantages of importing food (see Wrapping up) to their presentation slides. **Lesson 3** Add a short paragraph alongside their storyboard to explain how chocolate made with cocoa beans from Cote d'Ivoire accumulates food miles. **Lesson 4** Consider which type of transport will move each type of food. For example, tinned food may travel by ship as it will last longer. Fresh food may travel by aeroplane as it has a shorter shelf life. Map capital cities and continents and consider why some continents do not provide the UK with as many imports (e.g. their climate is similar to ours so we already have enough of that food type in the UK). **Lesson 5** Distinguish between the closed and open-ended questions in the interview and discuss the positives and negatives of both types of questions. **Lesson 6** Include limitations when purchasing food such as cost, availability, amount of food needed and food quality. See also the 'Challenge' at the bottom of	**Lesson 1** Consider where they see the processes in the water cycle in everyday situations (for example, condensation on a window or evaporation when boiling a kettle). **Lesson 2** Consider the human features found in, on and around a river and add these to their models (for example, boats, dams, harbours, windmills and bridges). **Lesson 3** Add in any mountainous areas at the source of the rivers, with both labels and a representation of these areas on their key. **Lesson 4** Consider where they think different uses of the river would occur along the river course. **Lesson 5** Locate features using compass directions and six-figure grid references. **Lesson 6** Consider if features are located in an appropriate place along the river.

	Lesson 6 Add statements to their presentation about the limitations of the data collection methods (e.g. only carried out during a certain time of day and year; children being at school and adults at work so not a fair representation; only being there for a limited time, etc)	the *Activity: Writing plan* about the difficulty of making changes around food choice.	
Enrichment opportunities			
Links to future learning	**Why do oceans matter? Year 5** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	**Why does our population change? Year 6** Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	**Why do oceans matter? Year 5** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.

CLASS / YEAR GROUP 5			
	Autumn 1/2	**Spring 1/2**	**Summer 1/2**
Focus	Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings	Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
Enquiry Question	**What is life like in the Alps?**	**Why do oceans matter?**	**Would you like to live in the desert?**
National Curriculum	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place Knowledge** NA **Human and Physical Knowledge** 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	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge**

	Meridian and time zones (including day and night) **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	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 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.

Key Vocabulary	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate	mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology	habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park	natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather
Prior Knowledge (indicate year group)	**Why do people live near volcanoes? Year 3** Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano.		**What are rivers and how are they used? Year 4** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.		**What is life like in the Alps? Year 5** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	

	State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.		
Key Knowledge (Substantive)	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America **Place Knowledge** To know some similarities and differences between the UK and a European mountain region To know why tourists visit mountain regions **Human and Physical Knowledge** To know vegetation belts are areas of the world that are home to similar plant species To name and describe some of the world's vegetation belts **Geography skills and fieldwork** To be aware of some issues in the local area To know what a range of data collection methods look like To know what a range of data collection methods look like To know how to use a range of data collection methods	**Locational Knowledge** To know the location of key physical features in countries studied. **Place Knowledge** NA **Human and Physical Knowledge** To know why the ocean is important. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. To know the location of the Mojave Desert (largely in California, USA, North America). **Place Knowledge** NA **Human and Physical Knowledge** To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To know which factors are considered before people build settlements.

			To know that natural resources can be used to make energy. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time.
Key Skills (Disciplinary)	**Locational Knowledge** Locating more countries in Europe and North and South America (countries Alps runs through) Locating some key physical features in countries studied on a map using maps (Alps) Locating major cities of the countries studied Locating key human features in countries studied Identifying significant environmental regions on a map Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns Explaining why a locality has changed over time, giving examples of both physical and human features Using longitude and latitude when referencing location in an atlas or on a globe **Place Knowledge**	**Locational Knowledge** Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features. **Place Knowledge** Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement.	**Locational Knowledge** Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns Confidently locating the twelve geographical regions of the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.

	Describing and explaining similarities between two environmental regions studied Describing and explaining differences between two environmental regions studied Understanding how climates impact on trade, land use and settlement **Human and Physical Knowledge** Describing and understanding the key aspects of the six biomes Describing and understanding the key aspects of the six climate zones Understanding some of the impacts and causes of climate change Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather Recognising geographical issues affecting people in different places and environments Describing and explaining how humans can impact the environment both positively and negatively, using examples **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale Using atlases, maps, globes and digital mapping to locate countries studied Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied Using the scale bar on a map to calculate distances Confidently using the key on an OS map to name and recognise key physical and human features in regions studied Following a short pre-prepared route on an OS map	Using maps to explore wider global trading routes. **Human and Physical Knowledge** Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Using the scale bar on a map to calculate distances. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary.	Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. **Place Knowledge** Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. **Human and Physical Knowledge** Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Describing and understanding economic activity, including trade links. Describing the 'push' and 'pull' factors that people may consider when migrating Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can

	Choosing the best approach to answering an enquiry question Making sketch maps of areas studied including labels and keys where necessary Selecting appropriate methods for data collection Designing interviews/ questionnaires to collect qualitative data Conducting interviews/ questionnaires to collect qualitative data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using models and maps to talk about contours and slopes. Interpreting and using real-time/live data. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** Where are the Alps? **Lesson 2:** What is it like in the Alps? **Lesson 3:** Why do people visit the Alps? **Lesson 4:** What is there to do in our local area? **Lesson 5:** How are the Alps different in our local area? **Lesson 6:** What is life like in the Alps?	**Lesson 1:** How do we use our oceans? **Lesson 2:** What is the Great Barrier Reef? **Lesson 3:** Why are our oceans suffering? **Lesson 4:** What can we do to help our oceans? **Lesson 5:** How littered is our marine environment? Data collection **Lesson 6:** How littered is our marine environment? Findings	**Lesson 1:** What is a hot desert biome? **Lesson 2:** Where are deserts located? **Lesson 3:** What physical features are found in a desert? **Lesson 4:** How can people use deserts? **Lesson 5:** What are the threats to the deserts? **Lesson 6:** Would you like to live in a desert?

End of unit goals. Suggested assessment task?	Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/what-is-life-like-in-the-alps/assessment-geography-y5-what-is-life-like-in-the-alps/	Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/why-do-oceans-matter/assessment-geography-y5-why-do-oceans-matter/	Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/would-you-like-to-live-in-the-desert/assessment-geography-y5-would-you-like-to-live-in-the-desert/
Suggestions for the development of deeper learning	**Lesson 1** Label the closest seas to the Alps – the Adriatic Sea and the Mediterranean Sea **Lesson 2** Write a short description for each image; could use the link: Google Earth to locate and add their own features to their maps using symbols **Lesson 3**	**Lesson 1** Consider what might happen to both the climate and people's lives if oceans were further damaged. For example, warmer temperatures, difficulty growing crops, higher sea levels as glaciers melt and a higher risk of flooding. **Lesson 2** Aim to write more comprehensive answers on the *Activity: The Great Barrier Reef,* including the	**Lesson 1** Think about how certain animals and plants have adapted to live in a desert biome. **Lesson 2** Explain why a desert in the Northern Hemisphere may have different temperatures to a desert in the Southern Hemisphere at the same month of the year. **Lesson 3** Explain that salt flats are formed by the evaporation of historical rivers in desert valleys,

	Use their research to write six questions and answers for their partner in the 'Slopes and lifts' game in the Wrapping up section **Lesson 4** Consider the limitations of the data collection methods (for example, only taken at a particular time of day or year when fewer people are visiting the area **Lesson 5** Use the correct geographical vocabulary to describe the similarities and differences between the location, climate, vegetation, population, transport and leisure of both areas **Lesson 6** Include more than four key aspects of the human and physical geography of the Alps. Could include information about climate change under the heading 'Responsible tourism'	concept of rising temperatures bleaching and killing coral reefs. **Lesson 3** Aim to use all the keywords in the word bank in the *Activity: Oceans* in a meaningful, accurate context. **Lesson 4** Distinguish between the impact actions have on the beach environment, water quality, and marine species and coral. Consider whether their fieldwork will require them to collect qualitative or quantitative data. **Lesson 5** Consider how the weather, time of day, year and location of the site will impact the data collected. **Lesson 6** Write about: The limitations of their data collection (they only observed one beach; the weather and time of year may have impacted the amount of litter, animals and plant life). The difficulties they may come across when making improvements to marine environments (people not having time for beach cleans; the difficulty of getting more bins and official signs added and the difficulty of changing rules and policies).	with the salt and minerals left on the valley floor. **Lesson 4** Give reasons why deserts are chosen for particular uses (for example: open, flat spaces for recreational activity, renewable energy equipment and military bases; interesting flora and fauna; not many settlements to disturb; a hot, sunny climate and an interesting historical background). **Lesson 5** Consider how the challenges deserts face link to global warming and climate change. **Lesson 6** Consider the settlement patterns they can observe using Google Earth (linear, nucleated or dispersed) and describe the land use with terminology learnt in previous units (recreational, residential, transport, agricultural and commercial).
Enrichment opportunities			

Links to future learning	**Would you like to live in the desert? Year 5** Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	**Can I carry out an independent fieldwork enquiry? Year 6** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	**Where does our energy come from? Year 6** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.
CLASS / YEAR GROUP 6			
	Autumn 1/2	**Spring 1/2**	**Summer 1/2**
Focus	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment	Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.

Enquiry Question	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
National Curriculum	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Nameand locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Knowledge** 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 **Geography skills and fieldwork**	**Locational Knowledge** 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 **Place Knowledge** NA **Human and Physical Knowledge** 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Key Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale	migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power	Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference	analyse audience city data data collection methods enquiry evidence impact improvement issue justify	plot presenting process recommendation region risk route subjective viewpoint
Prior Knowledge (indicate year group)	**Are all settlements the same? Year 3** Locate some cities in the UK. Describe the difference between villages, towns and cities.		**Why are rainforests important to us? Year 4** Describe a biome and give an example. State the location and some key features of the Amazon rainforest.		**Why do oceans matter? Year 5** Describe the water cycle. Describe how the ocean is used for human activity.	

	Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.
Key Knowledge (Substantive)	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America To know the name of many counties in the UK To know the name of many cities in the UK To confidently name the twelve geographical regions of the UK To know that London and the South East regions have the largest population in the UK **Place Knowledge** NA **Human and Physical Knowledge** To know the global population has grown significantly since the 1950s To know which factors are considered before people build settlements	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. **Place Knowledge** NA **Human and Physical Knowledge** To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that contours on a map show height and slope.	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. **Place Knowledge** NA **Human and Physical Knowledge** To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.

	To know migration is the movement of people from one country to another To know some negative impacts of humans on the environment **Geography skills and fieldwork** To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries To know that a pie chart can represent a fraction or percentage of a whole set of data To be aware of some issues in the local area To know what a range of data collection methods look like To know how to use a range of data collection methods	To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know what a range of data collection methods look like. To know how to use a range of data collection methods	To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.
Key Skills (Disciplinary)	**Locational Knowledge** Locating more countries in Europe and North and South America using maps Locating key human features in countries studied Locating many counties in the UK Confidently locating the twelve geographical regions of the UK Identifying key physical and human characteristics of the geographical regions in the UK Explaining why a locality has changed over time, giving examples of both physical and human features **Place Knowledge** Explaining how and why humans have responded in different ways to their local environments in two contrasting regions	**Locational Knowledge** Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	**Locational Knowledge** Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK . Identifying key physical and human characteristics of the geographical regions in the UK **Place Knowledge** NA **Human and Physical Knowledge** Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.

	Understanding how climates impact on trade, land use and settlement **Human and Physical Knowledge** Understanding some of the impacts and causes of climate change Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change Describing and understanding economic activity, including trade links Suggesting reasons why the global population has grown significantly in the last 70 years Describing the 'push' and 'pull' factors that people may consider when migrating Recognising geographical issues affecting people in different places and environments Describing and explaining how humans can impact the environment both positively and negatively, using examples **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale Using atlases, maps, globes and digital mapping to locate countries studied Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references Beginning to use thematic maps to recognise and describe human and physical features studied	Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. **Place Knowledge** Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. **Human and Physical Knowledge** Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale.	Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map Identifying the eight compass points on an OS map

	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied Accurately using four and six figure grid references to locate features on a map in regions studied Confidently locating features using the 8 points of a compass Following a short pre-prepared route on an OS map Planning a journey to another part of the world using six figure grid references and the eight points of a compass Developing their own enquiry questions Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question Beginning to use standard field sampling techniques appropriately Using GIS (Geographical Information Systems) to plot data sets Using a simplified Likert Scale to record their judgements of environmental quality Conducting interviews/ questionnaires to collect qualitative data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning Evaluating evidence collected and suggesting ways to improve this	Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six figure grid references to locate features on a map in regions studied. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/ questionnaires to collect qualitative data. Conducting interviews/ questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings,	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/ questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/ questionnaires to collect qualitative data. Interpreting and using real-time/live data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this.

		graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	
Possible sequence of lessons – enquiry questions? 1-6?	**Lesson 1:** How is the global population change? **Lesson 2:** What are the birth and date rates? **Lesson 3:** Why do people migrate? **Lesson 4:** How is climate change impacting the population? **Lesson 5:** How is population impacting our environment?: Data Collection **Lesson 6:** How is population impacting our environment?: Findings	**Lesson 1:** Why is energy important? **Lesson 2:** What is renewable energy? **Lesson 3:** How does the United States generate energy? **Lesson 4:** How does the United Kingdom generate energy? **Lesson 5:** What is the best way to generate energy? **Lesson 6:** Where is the best place for a solar panel on the school grounds?	**Lesson 1:** Developing an enquiry question **Lesson 2:** Creating data collection methods **Lesson 3:** Mapping a route **Lesson 4:** Collecting the data **Lesson 5:** Analysing the data **Lesson 6:** Presenting the data
End of unit goals. Suggested assessment task?	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map.	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/where-does-	Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/can-i-carry-out-an-independent-fieldwork-enquiry/assessment-geography-y6-can-i-carry-out-an-independent-fieldwork-enquiry/

	Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/why-does-population-change/assessment-geography-y6-why-does-population-change/	our-energy-come-from/assessment-geography-y6-where-does-our-energy-come-from/	
Suggestions for the development of deeper learning	**Lesson 1** Justify their reasoning when describing the global population over time **Lesson 2** Complete the *Activity: Natural increase (extension)* using subtraction, decimal points and negative numbers to determine if a population is growing or declining **Lesson 3** Consider ways their school and communities could support refugees, such as donating online, giving resources, volunteering and fundraising **Lesson 4** Make notes on the second question ('What impact will climate change have on the population?') as this explores deep concepts around climate change. Read the following articles, using laptops or tablets, to consider how climate change has impacted particular communities and add these examples to their posters: Link: BBC Newsround: Climate change: What impact will rising sea levels have?	**Lesson 1** Consider: What type of energy sources are typically traded? (Non-renewable.)What does this tell us about energy in the different countries? (Some produce more than enough and some, not enough.) **Lesson 2** Use the more challenging 'Geothermal energy' page of the *Activity: Energy sources*. **Lesson 3** Research more into wind energy in Texas by using the link: Kiddle and searching for 'Wind power in Texas' and accessing the first link. **Lesson 4** Identify other energy features in and around Port of Blyth, noting down the feature and its six-figure grid reference. **Lesson 5** Research an example of where their chosen energy source has been used successfully using the link: Kiddle to search for their energy source and take examples from the photo captions. Think of more than one benefit and drawback of their chosen energy source. **Lesson 6**	**Lesson 1** Consider the limitations of exploring some issues, for example, accessibility to the area and the viability of opportunities to speak to the different groups of people involved. **Lesson 2** Consider the limitations of the data collection methods they have chosen. **Lesson 3** Discuss why they have chosen their route and compare it to other possible routes. **Lesson 4** Identify any limitations of their data collection, such as time of day and location. **Lesson 5** Use different markers to represent different data collection methods or human and physical features on their digital maps. **Lesson 6** Include details on risks and evaluate the strengths and weaknesses of the process, giving their opinion on what they would do differently.

	Link: BBC Newsround: Guide: What is drought and how does it happen?. **Lesson 5** Be responsible for checking that all activities have been completed in both locations, ensuring the group has collected enough data. Consider the limitations of the data collection methods (for example, only taken at a particular time of day or year, children may be at school so it is not a fair representation, etc.) **Lesson 6** Add statements to their report about the benefits and limitations of the data collection methods (for example, only carried out during a certain time of day, a tally chart is quick and easy to use for data collection, only using five minute samples for noise recordings)	Consider the limitations of putting a solar panel on the school grounds and mention this when justifying their decision. These include: cost of a solar panel, access to a solar panel for maintenance, whether the school grounds are big enough for a solar panel.	
Enrichment opportunities			
Links to future learning	**Where does our energy come from? Year 6** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map.	**Can I carry out an independent fieldwork enquiry? Year 6** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip.	

	Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	