Geography Curriculum

EYFS:

EYFS	Development Matters	Early Learning Goals
	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Year One- My Local Area

National Curriculum Statements:
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Use locational and directional language use simple compass directions for example near and far, left and right

Prior Learning:	Future Learning:
• **EYFS** - Draw information from a simple map • **EYFS** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	• **Year 1 – The UK:** Moves from learning about their town to learning about their country. • **Year 2 – Human and Physical Geography:** Builds from spotting features locally to naming and sorting them properly. • **Year 2 – Weather and Seasons:** Extends local observations to comparing weather in other countries. • **Year 3 – The World:** Grows from local mapping to understanding the wider world. • **Year 4 – Settlements:** Deepens understanding of towns by exploring different types of settlements. • **Year 5 – The Americas:** Expands map skills from the UK to other continents. • **Year 5 – Rivers and Trade:** Develops ideas about local connections into global links. • **Year 6 – Environmental Changes:** Moves from caring for the local area to thinking about global issues.

Possible misconceptions	Assessment opportunities:
• Children may think that Braintree is a country rather than a town. • Children may think that a town, city and country all mean the same thing. • Children may think that Essex is a country instead of a county. • Children may think that maps are just pictures rather than views from above. • Children may think that a map is the same size as the real place. • Children may think that left and right stay the same direction even when they turn around. • Children may think that map symbols are random drawings and do not represent real features. • Children may think that all towns look the same. • Children may think that farmland and countryside are not part of their local area. • Children may think that roads and railways only connect nearby places. • Children may think that human and physical features are the same thing. • Children may think that their town is in the centre of the world because it is important to them.	• Name their town and county correctly in writing. • Locate Braintree accurately on a simple map of Essex. • Label key features (shop, park, school, church, train station) on a map. • Match map symbols to the correct features. • Create a simple map with a clear key and appropriate symbols. • Follow written directions accurately on a simple map. • Write simple directions using left, right, near and far. • Sort and record human and physical features correctly. • Write sentences describing where places are (e.g. “The park is near the library.”). • Record simple fieldwork data accurately (e.g. tally chart of transport). • Write a sentence explaining the results of collected data. • Complete a labelled sketch map of Braintree. • Write a short paragraph answering the enquiry question: “Where do I live?” including town, county and key features

My Local Area				
Enquiry Question: Where do I live?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To identify key features of Braintree using maps and photographs	• Know that Braintree is their local town • Locate Braintree on a local map • Use relative vocabulary (bigger, smaller, near, far) • Use simple maps and photographs to explore key features	Place knowledge Mapwork and direction	Place Location Environment Physical features Human features Land use Settlement	Braintree Essex town county map plan route key symbol shop park church school library train station road
To use simple directions around Braintree	• Say where places are (near to, far away) • Follow directions (up, down, left, right etc.) • Follow a route on a plan or map	Place knowledge Mapwork and direction	Place Location	
To create a simple route around Braintree’s town centre.	• Identify and label places on a plan or map • Follow a route on a plan or map	Place knowledge Mapwork and direction	Place Settlements Place	
To read simple maps with keys.	• Label places on a plan or map • Use basic geographical vocabulary • Create a simple map key (symbols for park, school, shop)	Mapwork and direction	Place Location Land use	

To create simple maps of Braintree	• Create and label places on a plan or map • Use map symbols to show landmarks • Draw sketch maps.	Place knowledge Mapwork and direction	Place Location Land use Settlement	near far left right directions travel bus car walk farmland countryside river land use service community litter recycle improve connection
To collect and record the ways people travel in Braintree	• Answer geographical questions by making observations • Collect simple geographical information e.g. by tallying	Place knowledge Fieldwork	Settlement Human features Land use	
To identify where Braintree is within Essex	• Locate Braintree on a map of Essex • Identify other towns nearby (Chelmsford, Colchester) • Use basic geographical vocabulary	Place knowledge Mapwork and direction	Place Location	
To identify key features of Essex	• Use maps and photographs to find natural and human features in Essex • Identify towns, rivers, coastlines and countryside	Place knowledge Fieldwork	Place Physical features Human features Settlement	
To know the counties surrounding Essex	• Understand that counties make up the country • Compare explore different counties and what makes them different to Essex • Hertfordshire, Kent, Greater London, Suffolk and Cambridgeshire.	Place knowledge Human geography Physical geography	Location	
To understand how Braintree is connected to Essex and beyond	• Explore simple connections (railways, roads, rivers) • Talk about how people travel from Braintree to other towns or London.	Place knowledge Human geography Physical geography	Human features Settlement Land use Location	

Year One- The UK

National Curriculum Statements:
• 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

Prior Learning:	Future Learning:

• **EYFS – Understanding the World:** Children explored and described their immediate environment and drew simple maps. • **Year 1 – My Local Area:** Children named and located Braintree as their local town. • **Year 1 – My Local Area:** Children learned that Braintree is in Essex (a county). • **Year 1 – My Local Area:** Children used simple maps, symbols and keys. • **Year 1 – My Local Area:** Children followed and created simple routes using basic directional language. • **Year 1 – My Local Area:** Children began to understand that their town is part of a larger place.	• **Year 2 – Human and Physical Geography:** Builds from naming UK countries to comparing places. • **Year 2 – Weather and Seasons:** Extends understanding of the UK to comparing it with other countries. • **Year 3 – The World:** Moves from locating the UK to locating continents and hemispheres. • **Year 4 – Settlements:** Develops understanding of cities and towns further. • **Year 5 – The Americas:** Expands map skills from the UK to other continents. • **Year 6 – Our Planet:** Builds on knowledge of continents and oceans to study global environments.

Possible misconceptions	Assessment opportunities:
• Children may think that the United Kingdom and England are the same thing. • Children may think that the UK is a city rather than a country. • Children may think that Scotland, Wales and Northern Ireland are cities instead of countries. • Children may think that Ireland and Northern Ireland are the same place. • Children may think that London is the capital of every country in the UK. • Children may think that capital city means biggest city. • Children may think that the UK is not an island. • Children may think that the sea around the UK is all one ocean with one name. • Children may think that maps show places the same size as they are in real life. • Children may think that Europe is a country rather than a continent. • Children may think that the UK is in the middle of the world because it is familiar to them.	• Name the four countries of the UK correctly in writing. • Label England, Scotland, Wales and Northern Ireland on a simple map. • Match each country to its capital city. • Label the four capital cities on a map of the UK. • Identify and label surrounding seas (e.g. North Sea, Irish Sea, Atlantic Ocean). • Match national flags to the correct country. • Complete a simple map with missing country names. • Write a sentence explaining what the United Kingdom is. • Write a sentence explaining what a capital city is. • Sort statements as true or false (e.g. “London is in Scotland.”). • Complete a short comparison grid showing one fact about each UK country. • End-of-unit task: create a labelled map of the UK and write 3–4 sentences explaining what makes up the United Kingdom

The UK				
Enquiry Question: What makes up the UK?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know that the United Kingdom is made up of four countries.	• Name and locate the four countries of the UK on a map • Name England, Scotland, Wales and Northern Ireland • Recognise their national flags	Place knowledge Mapwork	Place Location Physical features Human features Region	United Kingdom (UK) England Scotland Wales Northern Ireland

To know the capital city of each country in the UK	• Locate London, Edinburgh, Cardiff and Belfast on a map • Identify 1 key landmark from each capital (Big Ben, Edinburgh castle)	Place knowledge Mapwork	Location Human features Place	Country Capital City London Edinburgh Cardiff Belfast Map Globe Island Sea Ocean North Sea Irish Sea English Channel Atlantic Ocean Europe France Trade Travel Landmark Flag
To identify the seas and oceans around the UK	• Name the seas around the UK (North Sea, Irish Sea, Celtic Sea and English Channel) and the Atlantic Ocean • Locate them on a map • Describe simple features of seas and oceans	Physical geography Mapwork	Physical features Location	
To understand how the English Channel connects the UK to other places	• Identify the English Channel on a map • Know that people and goods travel across it to France and Europe • Understand the idea of trade and travel links	Human geography Place knowledge	Physical features Location Human features	
To compare the four countries of the UK	• Compare landscapes, flags and landmarks • Discuss what is similar and different between them	Place knowledge Comparison (fieldwork)	Place Region Physical features Human features	
To know where the UK is in the world	• Locate the UK on the world map and a globe • Identify nearby countries • Understand the UK is part of Europe	Mapwork Locational knowledge	Location Region	

Year Two- Human and Physical Geography:

National Curriculum Statements:
• 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. • Use basic geographical vocabulary • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops

Prior Learning:	Future Learning:

• **EYFS – Understanding the World:** Children explored and described features in their immediate environment. • **Year 1 – My Local Area:** Children identified features such as parks, roads, farmland and buildings. • **Year 1 – My Local Area:** Children used simple geographical vocabulary to describe places. • **Year 1 – The UK:** Children learned that different places have different landscapes and features.	• **Year 2 – Weather and Seasons Across Europe:** Builds on physical features to understand weather and climate. • **Year 3 – The World:** Develops understanding of how location affects landscapes and life. • **Year 3 – Earthquakes, Mountains and Volcanoes:** Deepens knowledge of physical landforms. • **Year 4 – Settlements:** Builds on human features to understand how settlements develop. • **Year 4 – Rainforests:** Extends learning about environments and how people interact with them. • **Year 5 – Rivers and Trade:** Develops understanding of rivers and how they affect human activity. • **Year 6 – Our Planet:** Builds towards understanding global environments and biomes.

Possible misconceptions	Assessment opportunities:
• Children may think that all features are made by people. • Children may think that human features are natural. • Children may think that physical features cannot change. • Children may think that cities and towns are the same thing. • Children may think that every country has the same types of landscapes. • Children may think that mountains and hills are the same. • Children may think that coasts only have beaches. • Children may think that human features only exist in cities. • Children may think that physical features cannot be found near towns or cities. • Children may think that maps only show countries and not features of the land.	• Identify and label human and physical features on a simple map or aerial photograph. • Sort a range of features into human or physical and explain their choice in writing. • Label human and physical features on a map of England (e.g. river, city, mountain). • Match geographical vocabulary to the correct image and category (human or physical). • Complete a Venn diagram showing similarities and differences between two places. • Use a photograph of a landscape and identify at least three human and three physical features. • Write 2–3 sentences describing a place using both human and physical features. • Compare two locations (e.g. countryside and city) by recording their human and physical features in a table. • Use a simple map to identify where certain features are located.

Human and Physical Geography				
Enquiry Question: Where should Paddington visit next?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know what human and physical features are	• Identify and define human and physical features • Sort and classify examples using photos and imagery • Begin using geographical vocabulary to describe them • Use maps	Human geography Physical geography	Place Environment Physical features Land use	Human feature Physical feature Map Town

			Settlement Natural process	City Country Coast Beach Sea Mountain Lake River Hill Forest Road Building Landmark Compare Similar Different United Kingdom England Europe France Spain Italy Alps Lake District London Paris
To identify human and physical features in England	• Use maps and photographs to sport features in different parts of England (towns, countryside, coastlines) • Describe how humans use the land	Place knowledge Fieldwork	Physical features Human features Place	
To know where Europe is and what countries are part of it	• Locate Europe and the United Kingdom on a world map • Identify a few European countries (France, Spain, Italy, Germany) • Recognise that countries have different landscapes and climates	Locational knowledge Mapwork	Location / Place Environment	
To compare a physical feature in England and Europe	• Mountains – Lake district mountain range vs the Alps • Locate both places on a map • Identify mountains, lakes and valleys • Compare what they look like and how people live there	Physical geography Comparative skills	Physical features Place Environment	
To compare a coastal feature in England and Europe	• Algarve (Portugal) vs Lulworth Cove and Durdle Door (Portsmouth) • Identify physical features of coastlines (beach, sea, cliffs) • Describe human use (tourism, harbours) • Compare similarities and differences	Human geography Physical geography Comparative skills	Physical features Natural process Place Environment	
To compare a city in England and Europe	• London vs Paris • Identify human features (buildings, landmarks, transport) • Describe what cities are like to live in • Compare how people live, travel, work	Human geography Comparative skills	Human features Settlement Land use Place	

Year Two- Comparing weather and seasons across Europe

National Curriculum Statements:
• 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 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

Prior Learning:	Future Learning:

• **Year 1 – The UK:** Children located the United Kingdom on a map and identified surrounding seas. • **Year 2 – Human and Physical Geography:** Children identified and classified physical features and began recognising that environments can differ between places.	• **Year 3 – The World:** Children build on comparing weather by learning how location (e.g. near the Equator or poles) affects climate. • **Year 4 – Rainforests:** Children develop understanding of climate further by studying tropical environments and how climate affects plants, animals and people. • **Year 6 – Environmental Changes:** Children deepen their knowledge of weather and climate by learning about climate change and extreme weather.

Possible misconceptions	Assessment opportunities:
• Children may think that all countries in Europe have the same weather. • Children may think that hot countries do not have seasons. • Children may think that weather and climate mean the same thing. • Children may think that it is always hot in southern Europe and always cold in northern Europe. • Children may think that weather stays the same every year in each season. • Children may think that countries close together always have the same weather. • Children may think that snow only happens in winter everywhere. • Children may think that temperature is the only type of weather.	• Identify and label different types of weather (e.g. sunny, rainy, snowy, windy) from pictures. • Match countries in Europe to simple weather descriptions. • Read a simple weather chart and answer questions about it. • Record weather data for a place using a simple table (e.g. sunny, rainy days). • Compare the weather in two European countries using a simple comparison table. • Identify which season matches different weather pictures. • Use a map of Europe to locate the countries being compared. • Create a simple weather chart or pictogram showing the weather in different places.

Comparing weather and seasons across Europe				
Enquiry Question: Where would you recommend for a holiday?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know what weather and seasons are	• Identify the four seasons in the UK • Describe typical weather for each season • Record simple weather observations • Weather graphs	Physical geography	Place Location Environment Human features Climate Diversity Change Natural process	Weather Season Spring Summer Autumn Winter Temperature Hot Cold Warm Rain Snow Sun
Identify different types of weather across Europe	• Recognise that not all countries have the same weather • Use weather symbols to show temperature, sun, rain and snow • Compare photos of European weather (snowy Finland vs sunny Italy)	Physical geography Map skills	Climate Location Diversity Environment	

To explore what weather is like in the UK compared to Norway	• Identify key weather features (temperature, daylight, rain, now) • Recognise that Norway is colder and darker for longer in winter (closer to arctic circle) • Compare to the UK	Physical geography Comparative skills	Location Climate Environment Diversity Change	Wind Cloud Daylight Climate Map Europe United Kingdom Norway Spain Compare Similar Different
To explore what the weather is like in the UK compared to Greece	• Identify that Greece is warmer and sunnier • Describe how weather affects daily life (clothing, activities, homes) • Compare to the UK	Physical geography Human geography Comparative skills	Location Climate Environment Diversity Change	
To compare two European counties with different climates	• Locate both on a map • Identify how their position affects temperature and daylight • Compare weather patterns and discuss why they differ.	Place knowledge Physical geography	Climate Location Environment Diversity	
To understand how the seasons and weather affect people's lives across Europe	• Explain how weather influences work, travel, clothing and leisure • Compare evidence from across Europe • Draw conclusions about how people adapt to their climates	Human geography Physical geography Comparative skills	Human features Climate Change Environment	

Year Two- Continents and Oceans

National Curriculum Statements:
• Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify countries, continents and oceans studied. • Use simple compass directions (North, South, East, West) and locational language to describe the location of features and routes on a map. • Use simple geographical vocabulary to refer to key physical features (e.g. sea, ocean, land). • Use aerial photographs and plan perspectives to recognise landmarks and basic features. • Devise a simple map and use basic symbols in a key.

Prior Learning:	Future Learning:
• **EYFS – Local Area:** Children explored their immediate environment and began to talk about places that are special to them. • **EYFS – Map Skills:** Children used simple maps and positional language (e.g. near, far). • **Year 1 – Local Area:** Children identified key features of their local area and used simple maps.	• **Year 2 – Comparing Weather and Seasons:** Children build on continent knowledge to understand how weather differs across the world. • **Year 3 – The World:** Children develop deeper knowledge of continents, countries and global location. • **Year 4 – Rainforests:** Children apply understanding of continents to locate rainforest regions.

• **Year 1 – The UK:** Children named and located the four countries of the UK and surrounding seas.	• **Year 5 – The Americas:** Children study continents in more detail, including physical and human features.

Possible misconceptions	Assessment opportunities:
• Children may think that the world is mostly land rather than water. • Children may think that oceans and seas are completely separate and not connected. • Children may think that continents are countries. • Children may think that Europe is a country. • Children may think that all continents are the same size. • Children may think that people live in the oceans. • Children may think that all places on Earth have the same weather and environment. • Children may think that maps show the world exactly as it looks in real life.	• Identify and label land and sea on a simple world map. • Name and locate the seven continents on a world map or globe. • Name and locate the five oceans. • Use directional language (North, South, East, West) to describe location. • Match continents to simple features (e.g. hot, cold, animals, environments). • Compare two continents using simple similarities and differences. • Use maps and globes to describe where places are. • Sort images into land vs ocean or different continents. • Explain why continents and oceans are important (e.g. animals, people, transport). • Create a simple labelled world map including continents, oceans and a short description of one continent.

Continents and Oceans				
Enquiry Question: How would you describe the world to an alien?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand that the world is make up of land and sea	• Identify land and water on a globe and world map • Understand that oceans are large bodies of water and continents and large bodies of land • Begin using directional language (North, South, East, West)	Physical geography Mapwork	Place Location Physical features Climate Diversity Region	World Globe Map Continent Ocean Earth Land Sea North South East West Europe Africa Asia
To name and locate the seven continents	• Use a world map and globe to find and label the continents • Recognise their relative positions and sizes • Learn and song to remember all seven	Locational knowledge Mapwork	Location Region	
To name and locate the five oceans	• Identify and label the five oceans on a world map • Understand the oceans connect the continents • Compare ocean size and position using atlases and globes	Physical geography Mapwork	Location Physical features Region	
To explore what it would be like to live on different continents	• Look at photos or videos of people living in different places (Africa, Asia and Europe) • Discuss differences in homes, clothing and weather	Human geography Human geography Comparative skills	Place Climate Diversity	

	• Recognise that continents have many types of environments			North America South America Antarctica Australia Atlantic Ocean Pacific Ocean Indian Ocean Arctic Ocean Southern Ocean Climate Weather Environment Compare Similar Different
To compare Europe to another continent	• Identify similarities and differences in landscapes, climates and animals • Use maps, globes and images to compare features • Begin to explain why places look different	Place knowledge Comparative geography	Place Climate Diversity Region	
To understand why our oceans and continents are important	• Explore how people and animals depend on oceans and land • Discuss looking after our world (pollution, recycling, protecting habitats)	Human geography Physical geography Environmental geography	Place Environment Climate Diversity	

Year Three- The World:

National Curriculum Statements:
• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • 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)

Prior Learning:	Future Learning:
• **Year 1 – The UK:** Children located the United Kingdom on a map and identified surrounding seas. • **Year 2 – Human and Physical Geography:** Children identified and classified human and physical features in different places. • **Year 2 – Comparing Weather and Seasons Across Europe:** Children compared weather and seasons in different European countries and located them on a map.	• **Year 3 – Earthquakes, Mountains and Volcanoes:** Children build on knowledge of continents and landscapes by studying major physical features and natural processes. • **Year 4 – Rainforests:** Children apply their understanding of continents and climate when locating tropical regions of the world. • **Year 5 – The Americas:** Children deepen their locational knowledge by studying countries and regions within North and South America. • **Year 6 – Environmental Changes:** Children build on global knowledge by exploring worldwide environmental issues

Possible misconceptions	Assessment opportunities:

• Children may think that a continent and a country are the same thing. • Children may think that Europe is a country rather than a continent. • Children may think that the Equator is a country or place people live. • Children may think that the Northern Hemisphere is always cold and the Southern Hemisphere is always hot. • Children may think that all countries on the same continent have the same climate. • Children may think that the oceans are separate and not connected. • Children may think that maps show the world exactly as it looks in real life. • Children may think that the UK is in the centre of the world because it appears in the middle of some maps.	• Locate and label the seven continents on a world map. • Locate and label the five oceans on a world map. • Identify whether a country is in the Northern or Southern Hemisphere. • Label the Equator, Northern Hemisphere and Southern Hemisphere on a map or diagram. • Use an atlas to find and record the location of different countries. • Match countries to the correct continent. • Identify the continent where different animals or environments are found. • Use a map to describe the location of a continent using directional language (e.g. north, south). • Complete a table comparing continents (e.g. climate, size, location). • Write a short paragraph describing where a continent is located in the world.

The World				
Enquiry Question: Escape to the equator or pop to the poles?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand that the world can be divided into different parts.	• Use maps and globes to identify the Equator, Northern Hemisphere, and Southern Hemisphere. • Describe what the Equator represents.	Locational knowledge Mapwork	Place Location Environment Physical features Climate Diversity Region	World Globe Map Equator North Pole South Pole Hemisphere Climate Weather Hot Cold Temperate India Continent Asia Europe Compare Similar Different Country Capital city Land Sea
To know what the Equator, North Pole, and South Pole are.	• Identify the poles on a globe. • Describe how temperature changes depending on how close you are to the Equator. • Begin to understand climate zones (hot, cold, temperate).	Physical geography Mapwork	Location Climate Region	
To understand what it is like to live near the Equator.	• Explore what the weather, landscape, and daily life are like in a hot country near the Equator. • Identify suitable countries (e.g. India, Kenya, Brazil).	Human and physical geography Comparative skills	Climate Place Diversity	
To focus on India: where it is and what it's like.	• Locate India on a world map. • Identify its capital city and key features (rivers, mountains, weather). • Describe what life is like for people living there.	Place knowledge Human geography	Location Place Climate Region Diversity	
To compare India with a colder region near the poles.	• Compare daily life, homes, animals, and climate. • Use evidence from photos, maps, and temperature charts. • Discuss similarities and differences.	Comparative geography Physical geography Human geography	Climate Place Diversity Region	

To explain how where we live affects how we live.	• Reflect on how location, weather, and landscape influence where people live from around the world. • Use evidence from previous lessons to support reasoning.	Geographical reasoning Evaluation	Place Climate Diversity Region	Latitude Adapt

Year Three- Earthquakes, Mountains and Volcanoes

National Curriculum Statements:
• Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle

Prior Learning:	Future Learning:
• **Year 2 – Human and Physical Geography**: Children identified and classified human and physical features. • **Year 2 – Comparing Weather and Seasons Across Europe:** Children learned that environments and climates can differ between places. • **Year 3 – The World:** Children located continents and oceans and began understanding how the world is organised geographically.	• **Year 4 – Rainforests**: Children apply their understanding of physical environments when learning about tropical landscapes. • **Year 5 – Rivers and Trade**: Children deepen their understanding of physical geography by studying river formation and landforms. • **Year 6 – Environmental Changes**: Children build on knowledge of natural processes by exploring global environmental challenges and natural hazards.

Possible misconceptions	Assessment opportunities:
• Children may think that earthquakes and volcanoes happen everywhere in the world. • Children may think that volcanoes always erupt with lava. • Children may think that mountains are only formed by volcanoes. • Children may think that earthquakes only happen in hot countries. • Children may think that volcanoes erupt all the time. • Children may think that mountains cannot change over time. • Children may think that earthquakes happen because of weather. • Children may think that all mountains are the same height and shape	• Identify and label mountains, volcanoes and earthquake zones on a simple world map. • Match key vocabulary to diagrams (e.g. magma, lava, eruption, mountain). • Label the main parts of a volcano on a diagram. • Identify whether a feature is a mountain, volcano or earthquake event from images. • Use a map to locate famous volcanoes or mountain ranges. • Complete a table comparing mountains, volcanoes and earthquakes. • Sequence the stages of a volcanic eruption using pictures. • Write an explanation of what a volcano or earthquake is. • Use a map to identify where earthquakes or volcanoes occur in the world.

Earthquakes, Mountains and Volcanoes				
Enquiry Question: Do mountains matter?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To identify the different layers of the Earth.	• To know about the layers of the Earth	Physical geography	Environment Physical features Natural processes Change	Conservation Crust Earthquake Face Farming Fault Block Mountain Fold Mountain Foot Freshwater resources Hiking Inner Core Land Lava Leisure Magma Magma chamber Mantle Mountain Mountaineering Ocean Outer Core Range Ridge Risk assessment Skiing Summit Tectonic plates Tourism Valley Vent Volcanic Mountain Volcanic ash Volcano
To locate and understand the role of tectonic plates.	• To know about the layers of the Earth and tectonic plates	Physical geography	Environment Natural processes Change	
To understand what an Earthquake is and how it occurs.	• To understand how an earthquake is caused. • To understand what an earthquake is.	Physical geography	Natural processes Change	
To identify the impact of Earthquakes.	• To understand human and physical consequences of earthquakes. • To understand how people, predict and prepare for earthquakes	Physical geography Human geography	Environment Change	
To locate the world mountain ranges.	• Name and locate key mountains/hills in the UK • Name and locate key mountain ranges in Europe • Name and locate mountain ranges in the world. • To use thematic maps • To use relief maps	Location knowledge Physical geography	Physical features Environment	
To understand how the different types of mountains are formed.	• Know how mountains, valleys and hills are formed • To know the different types of mountains (fold, volcanic, fault block)	Physical geography	Natural processes Change	
To identify the different parts of a mountain range.	• Know the main features of mountains. • Explain the parts of a mountain	Physical geography	Physical features Environment	
To understand the impact mountains, have on our environment.	• Understand the effects of mountains on climate • Understand how climate change affects mountains. • Know how mountains affect flora and fauna. • Know how mountains provide natural resources.	Physical geography Location knowledge	Environment Change	
To understand why people visit mountain ranges.	• Engage in reasoned discussions • Use evidence to build a viewpoint • Know how and why humans use mountains e.g. leisure	Human geography	Environment Change	

To identify the volcanoes across the world.	• To understand patterns of volcanic activity. • To locate volcanoes. • To use thematic maps	Physical geography Location knowledge	Physical features Environment	
To explain the types of volcanoes and what happens when they erupt.	• To understand what volcanoes are • To understand the causes of volcanoes	Physical geography	Natural processes Change	
To carry out a risk assessment of my school.	• Understand the purpose of a risk assessment • Create a criteria for testing out our hypothesis • Carry out a risk assessment (volcano or earthquake risk)	Human geography Fieldwork Physical geography	Environment Change	

Year Four- Settlements

National Curriculum Statements:
• 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

Prior Learning:	Future Learning:
• **Year 1 – My Local Area:** Children explored features of their local town and how places are organised. • **Year 2 – Human and Physical Geography:** Children identified human features such as roads, buildings and cities. • **Year 3 – The World:** Children developed map skills and understanding of how places are located globally.	• **Year 4 – Rainforests:** Children explore how people live in different environments and how settlements adapt to physical landscapes. • **Year 5 – Rivers and Trade:** Children learn how rivers influence where settlements develop and how trade routes grow. • **Year 6 – Environmental Changes:** Children consider how human activity and development affect the environment.

• Possible misconceptions	• Assessment opportunities:
• Children may think that all settlements are cities. • Children may think that villages, towns and cities are the same size. • Children may think that settlements can be built anywhere without considering the land or resources. • Children may think that all settlements look the same around the world. • Children may think that settlements only exist in modern times.	• Identify and label different types of settlements (village, town, city). • Sort pictures of places into village, town or city categories. • Label key human features found in settlements (roads, houses, shops, schools). • Use a map to identify where settlements are located. • Compare two different settlements using a simple table. • Identify reasons why settlements develop in certain locations. • Label features of a settlement on a map or aerial photograph.

• Children may think that rivers and water sources are not important for where settlements develop. • Children may think that people only live in cities and towns. • Children may think that settlements never change or grow over time.	• describing what a settlement is. • Explain why people choose to live in certain places.

Settlements				
Enquiry Question: What would your dream settlement look like?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand what a settlement is.	• Give geographical reasons for and against living in a location	Place knowledge	Human features Land use Settlement Change	Business Campsite Cathedral Church City Countryside Facilities Farming Grid Reference Hamlet Hospital Housing Land Use Leisure Map Ordinance Survey Rural Schools Services Settlement Suburban Symbol Tourism Town Traffic flow University Urban Village
To know the differences between a hamlet, village, town and city.	• Describe and understand key aspects of human geography, including: types of settlement and land use.	Place knowledge Human geography Physical geography	Settlement Human features Change	
Know the difference between rural and urban settlements.	• Ask and respond to geographical questions • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. • Describe and understand key aspects of human geography, including: types of settlement and land use. • Identify how land is used in urban and rural settings	Place knowledge Human geography Physical geography	Settlement Human features Land use Change	
Know the services and features of the different types of settlements.	• Ask and respond to geographical questions • Know that land use and changes in land use is mostly linked to human needs • Describe and understand key aspects of human geography, including: types of settlement	Place knowledge Human geography Physical geography Fieldwork	Human features Land use Settlement	
To explore OS maps and symbols.	• Read and understand the basic information on an OS map • Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Mapwork and Direction	Human features Land use Settlement	
To create a map using OS symbols.	• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Mapwork and Direction	Human features Land use Settlement	
To use 4 and 6 figure grid references.	• Use four-figure grid references • Use six-figure grid references • Understand why we use grid references	Mapwork and Direction	Settlement Land use Human features	

Year Four- Rainforests

National Curriculum Statements:
• Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle

Prior Learning:	Future Learning:
• **Year 2 – Human and Physical Geography:** Children identified and classified human and physical features. • **Year 2 – Comparing Weather and Seasons Across Europe:** Children learned that different places have different climates. • **Year 3 – The World:** Children located continents and oceans on a world map. • **Year 3 – Earthquakes, Volcanoes and Mountains:** Children developed understanding of physical landscapes and natural environments.	• **Year 5 – The Americas:** Children study regions that include rainforest environments and deepen their knowledge of South America. • **Year 5 – Rivers and Trade:** Children explore how rivers shape environments and support human activity. • **Year 6 – Environmental Changes:** Children build on understanding of ecosystems by learning about deforestation and global environmental issues.

• Possible misconceptions	• Assessment opportunities:
• Children may think that all rainforests are the same. • Children may think that rainforests are always raining all day. • Children may think that rainforests only exist in South America. • Children may think that very few people live in rainforests. • Children may think that all rainforest animals live in the same layer of the forest. • Children may think that rainforests are cold because they have lots of rain. • Children may think that rainforests cannot change over time. • Children may think that deforestation only affects trees and not animals or people.	• Locate and label tropical rainforest regions on a world map. • Identify countries that contain rainforest environments. • Label the four layers of the rainforest on a diagram. • Match animals or plants to the correct rainforest layer. • Use a map to identify where the Amazon Rainforest is located. • Explain how climate affects life in the rainforest. • Compare a rainforest environment with the UK using a table. • Interpret a climate graph for a rainforest region. • Write a short explanation of why rainforests are important.

Rainforests				
Enquiry Question: Why should we protect the rainforests?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**

To understand what rainforests are and where they are located in the world.	• Understand what rainforests are • Locate rainforest around the world • Locate the Tropics of Cancer/Capricorn • Locate the equator	Physical geography Location knowledge	Place Location Environment Physical features, Climate Diversity Region Resources Sustainability.	Amazon Rainforest Borneo Rainforest Canopy Layer Cattle ranches Climate Climate Change Congolese Rainforest Daintree Rainforest Damp Deforestation Dense Emergent Layer Equator Extinction Farming Fauna Flora Food Forest Floor Humidity Hunters Irrigation Leader Loss of habitat Madagascar Rainforest Medicine Rainforest Spears Species Sunlight Temperate Rainforest Tribes Tropic of Cancer Tropic of Capricorn Tropical Rainforest Understorey Warrior Water Cycle Water Dams Wildlife
To understand the climate of the different types of rainforests.	• Understand the climate of rainforests. • Identify temperate and tropical rainforest • Make comparisons between the types of rainforests • Understand how climate affects the wildlife and plants within the forest • Gain an understanding of what it would feel like to be in a rainforest	Physical geography Location knowledge Fieldwork	Climate Environment	
Identify the four layers of a rainforest.	• Identify the four layers of a rainforest (emergent, canopy, understory and forest floor). • Identify wildlife and plants found on each layer • Identify climate and weather changes on each layer	Physical geography Location knowledge	Physical features Environment	
To research and share my findings about a rainforest.	• Carry out a research project relating to a rainforest • Identify the location of given rainforest • Identify wildlife and plants of given rainforest • Share my results and findings with my peers	Physical geography Location knowledge Fieldwork	Place Environment Diversity	
To identify the diverse flora of rainforests and how it has adapted to survive.	• Know about the flora and fauna of a rainforest. • Know how plants have adapted to survive in the rainforest • Understand the diversity of species	Physical geography	Physical features Diversity Environment	
To explore and compare the wildlife found in the rainforests of the world.	• Know about the flora and fauna of a rainforest. • Know how plants have adapted to survive in the rainforest • Understand the diversity of species	Physical geography	Diversity Environment	
To know how humans use the rainforest.	• Know how humans use the rainforest.	Human geography	Human features Resources Environment	
To understand the reasons for deforestation.	• Understands the reasons for and the effects of deforestation.	Physical geography Human geography	Human features Change Resources Sustainability	

To understand the impact of deforestation.	• Understands the reasons for and the effects of deforestation.	Physical geography Human geography	Environment Change Diversity Sustainability	Wooden huts Yanomami Tribe
To create an action plan/appeal on reducing deforestation.	• Carry out fieldwork • Understand risks faced by certain environments	Human geography Fieldwork	Sustainability Change Place	
To know about who lives in rainforests (people) and how they sometimes need to be protected.	• Know about who lives in rainforests (people) and how they sometimes need to be protected.	Human geography	Place Human features Sustainability Diversity	

Year Five- The Americas

National Curriculum Statements:
• Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences through the study of a region within North or South America and a region within the UK. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains. • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links. • 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 knowledge of the wider world.

Prior Learning:	Future Learning:
• **Year 3 – The World:** Children located continents and oceans and developed global map knowledge. • **Year 4 – Rainforests:** Children studied South America in context and understood climate and environments. • **Year 4 – Settlements:** Children learned how and why people settle in different locations.	• **Year 5 – Rivers and Trade:** Children deepen understanding of physical features and how they support trade and human activity. • **Year 6 – Our Planet / Biomes:** Children build on climate knowledge to understand global biomes and ecosystems. • **Year 6 – Environmental Changes:** Children explore global issues such as deforestation and climate change in more depth.

Possible misconceptions	Assessment opportunities:

• Children may think that North and South America are one single continent. • Children may think that all of the Americas have the same climate. • Children may think that the Amazon Rainforest covers all of South America. • Children may think that all countries in the Americas are the same culturally and physically. • Children may think that the USA represents all of North America. • Children may think that climate does not affect how people live. • Children may think that all major cities in the Americas are the same size and structure. • Children may think that physical features like mountains and rivers do not impact human activity.	• Locate and label North and South America, including key countries, on a world map. • Identify and label major physical features (e.g. Amazon River, Andes Mountains). • Use an atlas to research and record key information about different countries in the Americas. • Compare regions within the Americas using climate, location and physical features. • Interpret and compare climate graphs for different locations in the Americas. • Explain how physical features affect human activity and settlement. • Analyse a map to describe distribution of cities, rivers or mountains. • Write a comparative paragraph about two locations in the Americas. • Use geographical vocabulary to explain similarities and differences between regions. • Produce a detailed report or presentation comparing two regions in the Americas, including location, climate, physical features and human activity.

The Americas				
Enquiry Question: Why do people visit the Americas?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To locate the world continents, oceans and lines of latitude.	• To independently use an atlas • To label lines of latitude and longitude • To use digital mapping skills	Physical geography Location knowledge	Place Location Human features Weather Climate Settlements Diversity Region	Affluent Biomes Brazil Climate Columbia Economy Florida Governance Gross Income Human geography North America Physical geography Politics Poverty Rules Slum South America States
To identify the weather and climate within North America	• To understand that location affects climate • To understand how the climate differs in certain countries	Physical geography Location knowledge	Weather Climate Region	
To locate the countries of North America.	• Name and locate the key countries of North and South America	Physical geography Location knowledge	Location Region	
To explore and research the states within the USA.	• To understand that USA is split into states • To understand that different states have different rules • To understand how life varies in different states	Human geography Location knowledge	Location Region Place	

To identify human and physical features of North America.	• To identify key features both physical and human • To understand why people visit certain areas • Make comparisons between human and physical features	Human geography Location knowledge	Human features Place Settlements	Territories Trade links USA
To identify the weather and climate within South America	• To understand that location affects climate • To understand how the climate differs in certain countries	Physical geography Location knowledge	Weather Climate Region	
To locate the countries of South America.	• Name and locate the key countries of North and South America	Physical geography Location knowledge	Location Region	
To explore and research a country within South America.	• To identify countries in South America • To identify the key features of this area • To explore the climate of this area	Human geography Location knowledge	Place Location Human features Settlements Diversity	
To identify human and physical features of South America.	• To identify key features both physical and human • To understand why people visit certain areas • Make comparisons between human and physical features	Human geography Location knowledge	Human features Place Settlements	
To understand time zones across America and the world.	• Plot journeys on globes, maps, atlases or digital maps • Know how time zones work • Know about the Greenwich meridian	Human geography Place knowledge	Location Region	
To compare an area of the UK to an area of North/South America.	• Understand the economy of the locality studied • Explore the challenges involved in living in the locality	Location knowledge Place knowledge Human geography Physical geography	Place Human features Climate Diversity Settlements	

Year Five- Rivers and Trade

National Curriculum Statements:
• Describe and understand key aspects of physical geography, including rivers and the water cycle. • Describe and understand key aspects of human geography, including types of settlement and land use, and economic activity including trade links. • Use maps, atlases, globes and digital/computer mapping to locate rivers and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of rivers and trade routes. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (where rivers/trade are studied in a UK context).

Prior Learning:	Future Learning:

• **Year 2 – Human and Physical Geography:** Children identified physical features such as rivers. • **Year 3 – Earthquakes, Volcanoes and Mountains:** Children learned about physical processes shaping the Earth. • **Year 4 – Settlements:** Children understood how and why people settle in certain locations. • **Year 5 – The Americas:** Children explored how physical features and climate affect human activity.	• **Year 6 – Our Planet / Biomes:** Children build on knowledge of rivers to understand ecosystems and how environments are interconnected. • **Year 6 – Environmental Changes:** Children explore the impact of human activity on rivers, including pollution and sustainability.

Possible misconceptions	Assessment opportunities:
• Children may think that all rivers flow in straight lines. • Children may think that rivers only flow from north to south. • Children may think that all rivers are the same size and length. • Children may think that rivers do not change over time. • Children may think that trade only happens between countries and not within them. • Children may think that rivers are not important for trade today. • Children may think that goods are only transported by road or air. • Children may think that settlements are not linked to rivers.	• Label the key features of a river (source, mouth, tributary, meander) on a diagram. • Sequence the stages of a river's course (upper, middle, lower). • Use a map to locate major rivers in the UK or world. • Explain how a river changes from source to mouth. • Interpret a map to describe how rivers are used for transport and trade. • Compare two rivers using length, location and features. • Explain how rivers have influenced settlement and trade routes. • Analyse how goods are transported using different methods (river, road, sea, air). • Write a detailed explanation of how rivers support trade. • Produce a report explaining the journey of a river and how it is used for trade, including diagrams and geographical vocabulary.

Rivers and Trade				
Enquiry Question: Can the world survive without rivers?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand where water comes from and how it is a vital resource.	• Know the main water types e.g. lakes, rivers, marsh • Know that water is a resource • Know why sometimes people can't access/have enough water	Human geography Physical geography	Environment Physical features Human features Land use Natural processes Resources Change Sustainability	Economy Equality Ethical Exports Fair trade Final product Imports Links Minerals Mouth Natural resources Ocean
To explain the different features of a river system.	• Know the parts of a river. • Understand the water cycle	Physical geography	Physical features Natural processes	
To locate rivers and identify their main uses.	• Understand how rivers affect human geography. • Know the main ways rivers are used by humans.	Physical geography Place knowledge	Land use Resources	

			Environment Human features	Raw materials River Sea Source Stream Trade Trading routes Tributaries Vital Water Cycle
To carry out an environmental study of a local river.	• Know how humans can affect rivers/water sources through pollution. • Know how we manage, clean and water	Human geography Physical geography Fieldwork	Environment Sustainability Change Human features	
To explain what trade is and its impact on the economy.	• Know what trade is and why it happens • Know what a supply chain is. • Understand the trade links between the UK and a specific country.	Human geography Place knowledge	Resources Change Human features	
To identify the main imports and exports of different countries.	• Know some exports of the UK and some products we need to import. • Know the differences between raw materials and products and that these can come from different places.	Human geography Physical geography Place knowledge	Resources Land use Change Human features	
To understand the importance of fair trade.	• Understand the Fairtrade movement • Understand why some people choose Fairtrade products.	Human geography Fieldwork	Sustainability Resources Change Human features	

Year Six- Environmental Changes

National Curriculum Statements:
• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources. • Understand how human and physical geography interact to change environments. • Use maps, atlases, globes and digital/computer mapping to locate areas affected by environmental change and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of environmental features and changes.

Prior Learning:	Future Learning:
• **Year 2 – Human and Physical Geography:** Children understood the difference between human and physical features. • **Year 4 – Rainforests:** Children learned about environments and the impact of deforestation. • **Year 5 – The Americas:** Children explored how climate and physical features affect human activity. • **Year 5 – Rivers and Trade:** Children understood how humans use and impact natural resources like rivers.	• **Key Stage 3 – Geography:** Students build on this by studying climate change, sustainability and global challenges in more depth.

Possible misconceptions	Assessment opportunities:
• Children may think that environmental change only means climate change. • Children may think that all environmental changes are negative. • Children may think that humans are not responsible for environmental change. • Children may think that environmental problems only affect certain countries. • Children may think that climate change and weather are the same thing. • Children may think that one small action cannot make a difference. • Children may think that deforestation only affects trees. • Children may think that environmental change happens very quickly everywhere.	• Define and explain different types of environmental change (e.g. deforestation, climate change). • Use maps and data to identify areas affected by environmental change. • Interpret and analyse graphs showing climate change data. • Explain the causes and effects of environmental issues. • Compare how different countries are affected by environmental change. • Evaluate the impact of human activity on the environment. • Suggest and justify ways to reduce environmental damage. • Use evidence to form and explain an opinion on an environmental issue. • Write a balanced argument about an environmental challenge. • Produce a detailed report or presentation explaining an environmental issue, its causes, impacts and possible solutions.

Environmental Changes				
Enquiry Question: Whose responsibility is it to stop climate change?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand the differences between weather and climate.	• Know the difference between weather and climate. • Understand how climate is affected by location • To understand how weather varies across the world	Physical geography Location knowledge	Environment Physical features Human features Land use Natural processes Resources Change Sustainability	Carbon Dioxide Carbon footprint Climate Climate change Consequences Energy Extreme Weather Finite resources Greenhouse gases Non-renewable Renewable energy Resources Socket Sources of energy
To know a range of extreme weather phenomena and the effects these have.	• Identify different types of extreme weather • Understand where these happen in the world • Discuss the impact they have on the environment	Physical geography Location knowledge	Natural processes Change Environment Human features Settlements Physical features	

To understand what climate change is and how it occurs.	• Understand what climate change is • Understand how it occurs • Explain the process of climate change	Physical geography Location knowledge	Natural processes Change Environment	Sustainability Weather
To know reasons for and consequences of climate change.	• To identify reasons for climate change • To understand areas of land affected by climate change • To list consequences of climate change	Physical geography Human geography	Human features Change Environment Settlements	
To know possible solutions for climate change.	• To know how we can combat climate change • To research methods to slow down climate change • Understand how different countries are tackling climate change • Understand that climate change cannot be stopped but can be slowed down	Physical geography Human geography	Sustainability Change Resources	
To know the different sources of energy and how common they are.	• Understand what energy is • Understand the different types of energy • Understand how some types of energy are limited •	Human geography	Resources Environment Human features	
To know why we need energy.	• To understand the uses of energy • To understand the importance of energy • To compare types of energy	Human geography Physical geography	Resources Human features	
To create a carbon footprint for my school.	• Explain what a carbon footprint is • Understand ways to increase and decrease a carbon footprint • Create a report of my school and how it adds to climate change • Collate ways to improve the footprint of my school	Fieldwork	Sustainability Change Human features	
To understand the processes involved in moving energy from “source to socket”.	• Understand how energy is harvested • Understand the process energy goes through before it can be used	Human geography	Resources Human features Environment	
To know the differences between renewable and non-renewable energy.	• Understand the terms renewable and non-renewable • Explain how the types of energy differ • Make comparisons between the types of energy	Human geography Physical geography	Resources Sustainability Change	
To know the environmental and human impact of different forms of energy.	• Understand how energy impacts the environment • Understand how some forms of energy are better than others • Explain how humans use of energy can cause an impact	Human geography Physical geography	Environment Human features Change Sustainability	

To understand the concept of sustainability.	• Identify the importance of sustainability • Understand ways we can be sustainable	Human geography Physical geography	Sustainability Resources Environment Change	

Year Six- Our Planet

National Curriculum Statements:
• Locate the world's countries, using maps to focus on key environmental regions and biomes. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography, including land use, economic activity, and the distribution of natural resources. • Understand how climate and physical processes affect the distribution of biomes. • Use maps, atlases, globes and digital/computer mapping to locate and describe global biomes and environments. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the wider world.

Prior Learning:	Future Learning:
• **Year 3 – The World:** Children located continents, oceans and understood global positioning. • **Year 4 – Rainforests:** Children studied climate zones and ecosystems. • **Year 5 – The Americas:** Children explored how climate and location affect environments and human activity. • **Year 5 – Rivers and Trade:** Children understood how physical processes and resources connect globally.	• **Key Stage 3 – Geography:** Students develop deeper understanding of biomes, climate systems and global interactions.

Possible misconceptions	Assessment opportunities:
• Children may think that biomes and continents are the same thing. • Children may think that climate is the same as weather. • Children may think that all hot places are deserts. • Children may think that biomes do not change over time. • Children may think that plants and animals can live anywhere regardless of climate. • Children may think that the Equator is the hottest place everywhere at all times. • Children may think that all regions on the same latitude have identical climates. • Children may think that human activity does not affect global environments.	• Locate and label major biomes on a world map. • Identify characteristics of different biomes (e.g. desert, tundra, rainforest). • Interpret and analyse climate graphs for different regions. • Explain how climate affects vegetation and wildlife. • Compare two different biomes using detailed geographical vocabulary. • Use maps to describe the distribution of biomes across the world. • Explain the relationship between latitude, climate and biome location. • Analyse how human activity impacts global environments. • Write a detailed explanation of a chosen biome. • Produce a comprehensive report or presentation explaining global biomes, their characteristics, distribution and how they are changing.

Our Planet				
Enquiry Question: How is the Earth a biodiverse planet?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To locate the continents and oceans of the world.	• Use digital mapping locate continents and oceans	Location knowledge Physical geography	Environment Physical features Human features Land use Natural processes Resources Change Sustainability	Biomes Climate zones Collate Continents Countries Digital mapping Diversity Environment Human Geography Landscape OS maps Physical geography Research Thematic maps Vegetation belts
To identify the different types of biomes.	• Know about the biomes of the world and how these are linked to specific climates. • To know what a biome is • To understand how biomes, differ	Location knowledge Physical geography	Environment Climate Region Diversity	
To draw thematic maps of world biomes.	• Use different types of maps to locate biomes • Create thematic maps to identify the different biomes • Create a key	Location knowledge Physical geography	Location Region Environment	
To identify the different climate zones and plot them on a map.	• Understand different climate zones and where they are. • Plot areas on a map • Draw to scale	Location knowledge Physical geography	Climate Location Region	
To identify the world vegetation belts	• Explain what a vegetation belt is • Locate vegetation belts • Understand how flora differs from location to location	Location knowledge Physical geography	Environment Climate Region Diversity	
To present my findings about a specific continent.	• Present and record my findings • Choose an appropriate way to share my ideas • Research key human and physical features of an area	Location knowledge Human geography Physical geography	Place Location Environment Climate Diversity Region Weather	
To present my findings about a specific country.	• Present and record my findings • Choose an appropriate way to share my ideas • Research key human and physical features of an area	Location knowledge Human geography Physical geography	Place Location Environment Climate Diversity Sustainability	

			Weather	