

Year 1 Unit: My Local Area

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To identify key features of my school from maps and photographs.	<ul style="list-style-type: none"> To know where their school is. Locate the village where they go to school Use relative vocabulary (bigger, smaller, like, unlike etc.) Use world maps and globes Use images to study an area 	Place knowledge Mapwork and direction	Chart Church Directions Down Environmental issues
To use simple directions.	<ul style="list-style-type: none"> Say where somewhere is (near to, far away) Follow directions (up, down, left, right etc.) Follow a route on a plan or map 	Place knowledge Mapwork and direction	Facilities Far Fields
To create a simple route around my school grounds.	<ul style="list-style-type: none"> Label places on a plan or map Follow a route on a plan or map 	Place knowledge Mapwork and direction	Forest Globe Key
To read simple maps with keys.	<ul style="list-style-type: none"> Label places on a plan or map Use basic geographical vocabulary 	Mapwork and direction	Left Littering
To create simple maps of my school with keys.	<ul style="list-style-type: none"> Label places on a plan or map Create and use map symbols Draw sketch maps. 	Place knowledge Mapwork and direction	Local landmark Map Near Parks
To collect and record the ways people travel to school.	<ul style="list-style-type: none"> Answer geographical questions by making observations Collect simple geographical information e.g. by tallying 	Place knowledge Fieldwork	Photographs Plan Pollution
To identify where my local area is.	<ul style="list-style-type: none"> Use basic geographical vocabulary Use maps and atlases to locate places. 	Place knowledge	Right Route
To identify key features of my local area.	<ul style="list-style-type: none"> Label places on a plan or map Use observation to understand the geography of an area 	Place knowledge Fieldwork	School Services
To know how land is used in my local area.	<ul style="list-style-type: none"> Understand different types of land use Understand the geography of their local area using maps 	Place knowledge Human geography Physical geography	Shops Signs Symbol
To know the services offered in my local area.	<ul style="list-style-type: none"> Discuss reasons people visit an area Explore services in a location 	Place knowledge Human geography	Table Tally
To understand how we can improve and change our local area.	<ul style="list-style-type: none"> Collect simple geographical information To explore issues in my local area To understand ways, we can improve an area of land 	Fieldwork Place knowledge Human geography Physical geography	Town Up Village Windmill
Enquiry Question: What does my local area have to offer?			

Year 1 Unit: Weather and Seasons

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To locate the countries of the UK.	<ul style="list-style-type: none"> Name and locate the four countries 	Location knowledge	Autumn
To know the different types of weather.	<ul style="list-style-type: none"> Identify daily weather patterns in the United Kingdom 	Location knowledge Physical geography	Bocking Cloudy Environment
To know that the weather varies across the UK.	<ul style="list-style-type: none"> Identify daily weather patterns in the United Kingdom Make simple comparisons 	Location knowledge Physical geography	Farming Foggy
To observe and record weather changes in my environment.	<ul style="list-style-type: none"> Collect simple geographical information e.g. by tallying Discuss and share my results 	Fieldwork Place knowledge	Forecast Hail Local
To identify the different seasons and when they change in the UK.	<ul style="list-style-type: none"> Use world maps and globes Identify seasonal weather patterns in the United Kingdom 	Mapwork and direction Physical geography	Mist Nature Overcast Rain
To understand how the change in seasons affect people and wildlife.	<ul style="list-style-type: none"> Identify the impact of natural processes Share ideas about a given topic Discuss changes you have noticed 	Place knowledge Physical geography Human geography	Season Sleet Snow Spring Summer Sun United Kingdom
Enquiry Question: How do weather changes affect the UK?			Weather Weather Pattern Winter

* To observe seasonal changes in my school grounds. (Fieldwork to be carried out over the entire year. Checking and making comparisons at the beginning of a new season).

Year 2 Unit: The UK

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
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To identify the countries, seas and capital cities of the UK.	<ul style="list-style-type: none"> Name and locate the four countries and the capital cities of the UK and surrounding seas Know the continent where they live Use basic atlases 	Location knowledge Mapwork and direction	Aerial photo Agriculture Atlas Beach
To locate key landmarks in each country/city.	<ul style="list-style-type: none"> Use basic atlases Use aerial images and plan perspectives to recognise landmarks and basic physical features Use basic coordinates to locate features Use maps to collect information 	Mapwork and direction Human geography Physical geography	Building Cardiff City Con Coordinates Countryside
To understand the difference between human and physical geography.	<ul style="list-style-type: none"> To understand what a human feature is To understand what a physical feature is To identify human and physical features To compare human and physical features 	Place knowledge Human geography Physical geography	Dublin Edinburgh England Farming
To identify human and physical features using maps and aerial photos.	<ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features Use maps to collect information 	Mapwork and direction Fieldwork Human geography Physical geography	Fields Forest Human feature Lake
To compare seaside areas across the UK.	<ul style="list-style-type: none"> To compare human and physical features To identify human and physical features To understand why people visit a place To understand pros and cons of a location 	Place knowledge Human geography Physical geography	Landmark Location London Monument
To compare life in cities to the countryside.	<ul style="list-style-type: none"> Answer geographical questions by collecting information and simply analysing results Create and use simple surveys and questionnaires 	Fieldwork Human geography Physical geography	Mountain Northern Ireland Physical feature River Scotland Seaside Statue Town United Kingdom Village Wales
Enquiry Question: Why do people visit the UK?			

Year 2 Unit: Hot and Cold Places

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
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To identify the world continents and oceans.	<ul style="list-style-type: none"> Name and locate the seven continents and five oceans Know the continent where they live Use basic atlases Use simple compass directions (North, South, East and West) Know the world is a globe 	Location knowledge Mapwork and direction	Animals Atlas Australia Climate Compare Contrast England Equator Globe Human features London North Pole People Physical features Polar region Population Services South Pole Sydney Territories Weather Wildlife
To identify the equator and poles on a world map.	<ul style="list-style-type: none"> Identify where the equator is and where the North and South Poles are Use basic atlases Use simple compass directions (North, South, East and West) Know the equator is the hottest part of the world 	Location knowledge Mapwork and direction	
To map out a journey across the world.	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) 	Location knowledge Mapwork and direction	
To locate hot and cold countries.	<ul style="list-style-type: none"> Use basic atlases Understand how climate differs across the world 	Location knowledge	
To compare the climate in hot and cold places.	<ul style="list-style-type: none"> Answer geographical questions by collecting information and simply analysing results 	Location knowledge	
To identify the animals that live in hot and cold places.	<ul style="list-style-type: none"> Answer geographical questions by collecting information and simply analysing results Make reasonable comparisons 	Fieldwork	
To locate the territories and cities within Australia.	<ul style="list-style-type: none"> Know where the contrasting locality is situated Know how the locality is divided up 	Location knowledge	
To identify human and physical features of Sydney.	<ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features Draw a simple map Know and compare the physical and human features of the contrasting locality 	Location knowledge Mapwork and direction Human geography Physical geography	
To identify human and physical features of London.	<ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features Draw a simple map Know and compare the physical and human features of the contrasting locality 	Location knowledge Mapwork and direction Human geography Physical geography	
To compare the seasons in Australia and the UK.	<ul style="list-style-type: none"> Know how weather/climate affects the locality 	Location knowledge	

To compare everyday life in Australia and the UK.	<ul style="list-style-type: none"> Know what life is like for humans, animals and plants in this area 	Location knowledge Human geography	
Enquiry Question: Why do people move to Australia?			

Year 3 Unit: UK Vs Europe			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To locate the counties, cities and regions across the UK.	<ul style="list-style-type: none"> Locate counties and regions of the UK. Know where Essex is within the UK Name and locate key regions, counties and cities of the UK 	Location knowledge	Braintree Campania City County
To explore the key features of my region (Essex).	<ul style="list-style-type: none"> Locate the main towns and cities. Know the main physical and human features of Essex. Know how land is used in Essex Know what people like about living in Essex 	Place knowledge	East midlands East of England Environmental issues Essex
To identify the countries of Europe.	<ul style="list-style-type: none"> Name and locate key countries and cities in Europe (incl. Russia) 	Location knowledge	Facilities Greater London
To identify the key features of Campania, Italy.	<ul style="list-style-type: none"> Know where the contrasting locality is situated To use relief maps 	Place knowledge	Italy Land use
To explore land use in Campania and compare it to my own region.	<ul style="list-style-type: none"> Know and compare the physical and human features of the contrasting locality To use digital mapping 	Place knowledge	North East North West Push and Pull factors Region
To identify similarities and differences between Campania and Essex.	<ul style="list-style-type: none"> Know and compare the physical and human features of the contrasting locality 	Place knowledge Location knowledge	Relief map Scotland South West Thematic map
To explore a local environmental issue and compare with one in the contrasting locality.	<ul style="list-style-type: none"> Use photographs to collect evidence To use the most efficient way to record results Create a fieldwork enquiry Follow a teacher led line of enquiry 	Fieldwork	Tourism Volcano Wales West Midlands Yorkshire and Humber
Enquiry Question: Would you rather live in Essex or Campania?			

Year 3 Unit: Earthquakes, Mountains and Volcanoes			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary

To identify the different layers of the Earth.	<ul style="list-style-type: none"> To know about the layers of the Earth 	Physical geography	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.	<ul style="list-style-type: none"> To know about the layers of the Earth and tectonic plates 	Physical geography	
To understand what an Earthquake is and how it occurs.	<ul style="list-style-type: none"> To understand how an earthquake is caused. To understand what an earthquake is. 	Physical geography	
To identify the impact of Earthquakes.	<ul style="list-style-type: none"> To understand human and physical consequences of earthquakes. To understand how people predict and prepare for earthquakes 	Physical geography Human geography	
To locate the world mountain ranges.	<ul style="list-style-type: none"> 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	
To understand how the different types of mountains are formed.	<ul style="list-style-type: none"> Know how mountains, valleys and hills are formed To know the different types of mountains (fold, volcanic, fault block) 	Physical geography	
To identify the different parts of a mountain range.	<ul style="list-style-type: none"> Know the main features of mountains. Explain the parts of a mountain 	Physical geography	
To understand the impact mountains, have on our environment.	<ul style="list-style-type: none"> 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	
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	
To identify the volcanoes across the world.	<ul style="list-style-type: none"> To understand patterns of volcanic activity. To locate volcanoes. To use thematic maps 	Physical geography Location knowledge	
To explain the types of volcanoes and what	<ul style="list-style-type: none"> To understand what volcanoes are To understand the causes of volcanoes 	Physical geography	

happens when they erupt.			
To carry out a risk assessment of my school.	<ul style="list-style-type: none"> • 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	
Enquiry Question: Do mountains matter?			

Year 4 Unit: Settlements

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand what a settlement is.	<ul style="list-style-type: none"> • Give geographical reasons for and against living in a location 	Place knowledge	Business Campsite
To know the differences between a hamlet, village, town and city.	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use. 	Place knowledge Human geography Physical geography	Cathedral Church City
Know the difference between rural and urban settlements.	<ul style="list-style-type: none"> • 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	Countryside Facilities Farming Grid Reference Hamlet Hospital Housing
Know the services and features of the different types of settlements.	<ul style="list-style-type: none"> • 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	Land Use Leisure Map Ordnance Survey Rural Schools
To explore OS maps and symbols.	<ul style="list-style-type: none"> • 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	Services Settlement Suburban Symbol Tourism
To create a map using OS symbols.	<ul style="list-style-type: none"> • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 	Mapwork and Direction	Town Traffic flow University
To use 4 and 6 figure grid references.	<ul style="list-style-type: none"> • Use four-figure grid references • Use six-figure grid references • Understand why we use grid references 	Mapwork and Direction	Urban Village

Enquiry Question: What is a settlement, what would your dream settlement look like?

Year 4 Unit: Rainforests

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand what rainforests are and where they are located in the world.	<ul style="list-style-type: none"> Understand what rainforests are Locate rainforest around the world Locate the Tropics of Cancer/Capricorn Locate the equator 	Physical geography Location knowledge	Amazon Rainforest Borneo Rainforest Canopy Layer Cattle ranches Climate
To understand the climate of the different types of rainforests.	<ul style="list-style-type: none"> 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 Change Congolese Rainforest Daintree Rainforest Damp Deforestation Dense
Identify the four layers of a rainforest.	<ul style="list-style-type: none"> 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	Emergent Layer Equator Extinction Farming Fauna
To research and share my findings about a rainforest.	<ul style="list-style-type: none"> 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	Flora Food Forest Floor Humidity
To identify the diverse flora of rainforests and how it has adapted to survive.	<ul style="list-style-type: none"> 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	Hunters Irrigation Leader Loss of habitat Madagascar
To explore and compare the wildlife found in the rainforests of the world.	<ul style="list-style-type: none"> 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	Rainforest Medicine Rainforest Spears
To know how humans use the rainforest.	<ul style="list-style-type: none"> Know how humans use the rainforest. 	Human geography	Species Sunlight Temperate Rainforest

To understand the reasons for deforestation.	<ul style="list-style-type: none"> Understands the reasons for and the effects of deforestation. 	Physical geography Human geography	Tribes Tropic of Cancer Tropic of Capricorn
To understand the impact of deforestation.	<ul style="list-style-type: none"> Understands the reasons for and the effects of deforestation. 	Physical geography Human geography	Tropical Rainforest Understorey
To create an action plan/appeal on reducing deforestation.	<ul style="list-style-type: none"> Carry out fieldwork Understand risks faced by certain environments 	Human geography Fieldwork	Warrior Water Cycle Water Dams
To know about who lives in rainforests (people) and how they sometimes need to be protected.	<ul style="list-style-type: none"> Know about who lives in rainforests (people) and how they sometimes need to be protected. 	Human geography	Wildlife Wooden huts Yanomami Tribe
Enquiry Question: Are rainforests important and is it everyone's duty to protect them?			

Year 5 Unit: The Americas			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To locate the world continents, oceans and lines of latitude.	<ul style="list-style-type: none"> To independently use an atlas To label lines of latitude and longitude To use digital mapping skills 	Physical geography Location knowledge	Affluent Biomes Brazil
To identify the weather and climate within North America	<ul style="list-style-type: none"> To understand that location affects climate To understand how the climate differs in certain countries 	Physical geography Location knowledge	Climate Columbia Economy Florida
To locate the countries of North America.	<ul style="list-style-type: none"> Name and locate the key countries of North and South America 	Physical geography Location knowledge	Governance Gross Income Human geography
To explore and research the states within the USA.	<ul style="list-style-type: none"> 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	North America Physical geography Politics
To identify human and physical features of North America.	<ul style="list-style-type: none"> 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	Poverty Rules Slum

To identify the weather and climate within South America	<ul style="list-style-type: none"> To understand that location affects climate To understand how the climate differs in certain countries 	Physical geography Location knowledge	South America States Territories Trade links USA
To locate the countries of South America.	<ul style="list-style-type: none"> Name and locate the key countries of North and South America 	Physical geography Location knowledge	
To explore and research a country within South America.	<ul style="list-style-type: none"> 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	
To identify human and physical features of South America.	<ul style="list-style-type: none"> 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	
To understand time zones across America and the world.	<ul style="list-style-type: none"> Plot journeys on globes, maps, atlases or digital maps Know how time zones work Know about the Greenwich meridian 	Human geography Place knowledge	
To compare an area of the UK to an area of North/South America.	<ul style="list-style-type: none"> Understand the economy of the locality studied Explore the challenges involved in living in the locality 	Location knowledge Place knowledge Human geography Physical geography	
Enquiry Question: Why do people visit the Americas?			

Year 5 Unit: Rivers and Trade			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand where water comes from and how it is a vital resource.	<ul style="list-style-type: none"> 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	Economy Equality Ethical Exports
To explain the different features of a river system.	<ul style="list-style-type: none"> Know the parts of a river. Understand the water cycle 	Physical geography	Fair trade Final product
To locate rivers and identify their main uses.	<ul style="list-style-type: none"> Understand how rivers affect human geography. Know the main ways rivers are used by humans. 	Physical geography Place knowledge	Imports Links
To carry out an environmental study of a local river.	<ul style="list-style-type: none"> Know how humans can affect rivers/water sources through pollution. Know how we manage, clean and water 	Human geography Physical geography Fieldwork	Minerals Mouth Natural resources

To explain what trade is and its impact on the economy.	<ul style="list-style-type: none"> 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	Ocean Raw materials River Sea
To identify the main imports and exports of different countries.	<ul style="list-style-type: none"> 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	Source Stream Trade Trading routes
To understand the importance of fair trade.	<ul style="list-style-type: none"> Understand the Fairtrade movement Understand why some people choose Fairtrade products. 	Human geography Fieldwork	Tributaries Vital Water Cycle
Enquiry Question: Can the world survive without rivers?			

Year 6 Unit: Environmental Changes			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand the differences between weather and climate.	<ul style="list-style-type: none"> 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	Carbon Dioxide Carbon footprint Climate
To know a range of extreme weather phenomena and the effects these have.	<ul style="list-style-type: none"> 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	Climate change Consequences Energy Extreme Weather
To understand what climate change is and how it occurs.	<ul style="list-style-type: none"> Understand what climate change is Understand how it occurs Explain the process of climate change 	Physical geography Location knowledge	Finite resources Greenhouse gases Non-renewable
To know reasons for and consequences of climate change.	<ul style="list-style-type: none"> 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	Renewable energy Resources Socket
To know possible solutions for climate change.	<ul style="list-style-type: none"> To know how we can combat climate change To research methods to slow down climate change 	Physical geography Human geography	Sources of energy Sustainability Weather

	<ul style="list-style-type: none"> • Understand how different countries are tackling climate change • Understand that climate change cannot be stopped but can be slowed down 		
To know the different sources of energy and how common they are.	<ul style="list-style-type: none"> • Understand what energy is • Understand the different types of energy • Understand how some types of energy are limited • 	Human geography	
To know why we need energy.	<ul style="list-style-type: none"> • To understand the uses of energy • To understand the importance of energy • To compare types of energy 	Human geography Physical geography	
To create a carbon footprint for my school.	<ul style="list-style-type: none"> • 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	
To understand the processes involved in moving energy from “source to socket”.	<ul style="list-style-type: none"> • Understand how energy is harvested • Understand the process energy goes through before it can be used 	Human geography	
To know the differences between renewable and non-renewable energy.	<ul style="list-style-type: none"> • 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	
To know the environmental and human impact of different forms of energy.	<ul style="list-style-type: none"> • 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	
To understand the concept of sustainability.	<ul style="list-style-type: none"> • Identify the importance of sustainability • Understand ways we can be sustainable 	Human geography Physical geography	
Enquiry Question: Are we doing enough to stop climate change? Who’s responsibility is it and why?			

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To locate the continents and oceans of the world.	<ul style="list-style-type: none"> Use digital mapping locate continents and oceans 	Location knowledge Physical geography	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.	<ul style="list-style-type: none"> 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	
To draw thematic maps of world biomes.	<ul style="list-style-type: none"> Use different types of maps to locate biomes Create thematic maps to identify the different biomes Create a key 	Location knowledge Physical geography	
To identify the different climate zones and plot them on a map.	<ul style="list-style-type: none"> Understand different climate zones and where they are. Plot areas on a map Draw to scale 	Location knowledge Physical geography	
To identify the world vegetation belts	<ul style="list-style-type: none"> Explain what a vegetation belt is Locate vegetation belts Understand how flora differs from location to location 	Location knowledge Physical geography	
To present my findings about a specific continent.	<ul style="list-style-type: none"> 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	
To present my findings about a specific country.	<ul style="list-style-type: none"> 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	
Enquiry Question: How is Earth a diverse planet?			