

Geographical skills and field work
Human and physical geography
Locational knowledge
Place knowledge
Responsibility

Geography Key Content Spring MTP 2021-2022

		Unit of work	Key Concepts	Prior Learning		At the end of this unit of work Children will know:	
EYFS		Down on the farm	Economic activity Human features Physical features	<ul style="list-style-type: none"> Where they live Describe where they live Describe their school 		<ul style="list-style-type: none"> That they live in Hull That their local area has parks, rivers and things built by people. How to describe the human and physical features of their local area What a farm is 	
		Key Content	I can explore, notice and describe things in my local environment I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc...)				
		Second order concepts	Cause and consequence: I am beginning to understand the effect of humans and nature on landscapes and settlement Significance: I am beginning to describe significant geographical features, places, events				
YEAR 1 = Beside the seaside	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
	Unit of work: My street, My school, My city	Navigation Fieldwork Population Human features Physical features	<ul style="list-style-type: none"> Our school is in Anlaby Park Anlaby Park is a suburb of the city of Hull 	<ul style="list-style-type: none"> Know where they live and can say their address Know the difference between a village and a city Hull is a city in England. England is a country. There are four countries in the United Kingdom (UK): England, Scotland, Wales, Northern Ireland. The Republic of Ireland is not a country of the United Kingdom. Physical features are naturally occurring and include beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features are things built by humans and include city, town, village, factory, farm, house, office, port, harbour and shop The 4 compass points are North, South, East and West. The compass points can be used when identifying the location of countries in the UK. 		 What are the 4 main directions on a 4 point compass?  What human features does your local area have?  Explain how we can use maps to help us.  aerial view / navigate / route  What is the difference between a village and a city?	
	Suggested lessons	Quick Quiz: What country do we live in? Children learn about the geographical location of the UK, and the countries within the UK. They use a map outline of the countries within the UK and label the countries and seas surrounding it.	Quick Quiz: What four countries make up the UK? Children learn about some of the famous features from the four different countries within the UK. They learn about both natural features and human features such as capital cities. Children write a fact file for each country with some of the key information from the lesson.	Quick Quiz: What is the capital city of England? Children locate and identify Hull on the map of the UK. Children look closely at similarities and differences between a town, a village and a city. They consider which one they live in and classify features found in these types of settlements. Children consider where they live, discuss why an address is important and what their addresses are.	Quick Quiz: Is Hull a village, town or city? Why are addresses important? Children look more closely at where they live in Anlaby Common, Hull. They will look at photos, maps and tourist information and discuss the people who live there, local economy and those who visit. They will look at the human and physical aspects of the city and group these aspects	Quick Quiz: Name two human and two physical aspects of Hull. Children will look at their school within their local community. They will discuss the location of the school in the city and look at aerial photographs of the school. Children will learn about the 4 main directions on a compass.	Quick Quiz: What are the four main points on a compass? Children will create a simple map of the school grounds. They will locate key elements of the school and identify these on their maps. They will then plan a route on a map between two points in the school grounds. Children will then work in pairs to use positional and directional language to direct their partners to navigate the route they created.

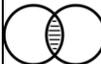
				together. They will talk about what they like about their local area.		
Key Content	I can name the 4 countries in the U.K. and locate them on a map					
	I can name the waters that surround the U.K.					
	I can tell you what I like and do not like about the place in which I live					
	I can use aerial photographs and plan to identify the key features of my school					
	I know the 4 main directions on a compass					
Second order concepts	I can create a simple map (e.g.: the school grounds)					
	Significance: I can name significant geographical features, places, events					
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
	Enquiry: I can observe, collect and interpret data, drawing conclusions					
Written and oral expression: I use geographical terminology.						
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work: Anlaby Park & Bridlington Comparison study	Navigation Fieldwork Population Human features Physical features	<ul style="list-style-type: none"> The Country I live in is called England. I go to school in Anlaby Park which is part of the city of Hull. I know that there are villages, towns and cities in the UK. I understand the vocabulary of 'human' and 'physical' features in terms of land use. 	<ul style="list-style-type: none"> Bridlington is a coastal town on the East Coast of England There is a variety of land use in the town of Bridlington and much of the local economy is based on this. The types of jobs that people do might be different depending on where they live. Anlaby Park is a small suburb inside the limits of the city and this differs to a village or town in terms of size and population. It is west of the city centre of Hull Anlaby Park shares some similar features to Bridlington in terms of some of its land and services Anlaby Park does not have jobs that rely on the coast, such as fishing or tourist shops That city suburbs, towns and villages can have similar geographical features (parks, shopping areas, housing developments, travel systems, farmland) 		 What is an island?  Are Hull and Bridlington different or similar?  Think of the beaches you have learned about. Which beach would you prefer to visit? Why?  tourism / industry / residential  Why should we be responsible when visiting the beach?	
Suggested lessons	Quick Quiz: What is a compass used for? Children will discuss what an island is and think about what being an island means for the UK. They will use a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them.	Quick Quiz: What seas surround the UK? Children are introduced to Bridlington. We will look at photos, maps and tourist information asking questions to find out more about it. They will discuss the people who live there, local economy and those who visit. They share experiences of visits here or to similar coastal towns.	Quick Quiz: Where is Bridlington in the UK? Children will put their fieldwork skills into practice when they visit Bridlington Beach. They will gather tourist information when they are there and use this to create tourist information documents following up from their trip.	Quick Quiz: Why do people visit Bridlington? Children will look closely at similarities and differences between where we live and Bridlington. We identify key physical features of the two places and compare them, saying what we like and don't like about them.	Quick Quiz: What human features does Bridlington and Hull have in common? Children will compare British and non-British beaches. They will identify and discuss the different human and physical features of each beach. They will be challenged to work out if the beach is British and explain their reasoning. They will have the opportunity to say which beach they would prefer to visit and explain why.	Quick Quiz: How are British and non-British beaches different? Children will travel around the UK and the world using compass points. They will visit different coastal locations and think carefully about the route they took to get there. The children will be encouraged to use the language north, south, east and west.
Key Content	I can name the waters that surround the U.K.					
	I can describe some of the physical and human features of the environment around us					
	I understand some of the ways that humans can affect the world around us					
Similarity and difference: I can make comparisons between places, localities, regions						

Second order concepts	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement
	Significance: I can name significant geographical features, places, events
	Responsibility: I can explain how humans affect the earth positively and negatively
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings
	Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data

YEAR 2 – Into the Blue	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions		
	Unit of work: Oceans and the Arctic	Human features Physical features Population Navigation	<ul style="list-style-type: none"> There are four countries in the United Kingdom (UK): England, Scotland, Wales, Northern Ireland. The 4 compass points are North, South, East and West The compass points can be used when identifying the location of countries in the UK. 	<ul style="list-style-type: none"> Each of the countries in the UK have a capital city, flag and national flower. Human features are man-made, such as towns, buildings and bridges. Physical features are naturally occurring, such as mountains and rivers. Compare London to Hull Compare oceans and seas There are 7 continents and 5 oceans that make up the world. Oceans are important Ecosystems that exist in oceans, humans can only explore parts of it 		 Name the 4 countries that make up the UK  What features make a city?  Explain three similarities between London and Hull.  human geography / physical geography /  Why do we need to look after the ocean?		
	Suggested lessons	Quick Quiz: What country do we live in? Children will locate the UK on a world map and identify it as being a country within Europe. Children will find out how the UK is split into four countries and that each country has its own capital city.	Quick Quiz: What are the capital cities in the UK? Children will learn about some of the human and physical features of each country in the UK and identify the national flowers and flags.	Quick Quiz: What colours are on the flag of England? What is the national flower of Scotland? Children will identify where London and Hull are on a map of the UK. They will learn about the human and physical features of both cities and gather information for each city.	Quick Quiz: What two things do London and Hull have in common? Name two differences between London and Hull. They children will work in groups to create a comparison study of London and Hull. They will consider both human and physical geography and why people would want to visit there. The children present their learning using ppts/ posters/ information leaflets.	Quick Quiz: Why do people visit London? What continent is the UK in? Children will learn the 5 oceans on our earth and the location of them in relation to the 7 continents. They will be ordering them in size and discussing why the oceans are always in motion. They will be looking at which continents surround the oceans and compare the difference between an ocean and a sea.	Quick Quiz: Which is the biggest ocean in the world? What is the difference between an ocean and a sea? The children will discover the importance of our oceans and why we have to look after them. They will learn about the different depths of the ocean, the ecosystems that thrive there and that humans can only explore parts of it. The deeper you go, the more diverse the animals who live there become.	
	Key Content	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop I can describe the facilities that a village, town and city may need, and give reasons I can name the continents of the world and locate them on a map, globe and atlas I can name and locate the world's oceans a map, globe and atlas I can name the capital cities of England, Scotland, Wales and Northern Ireland						
	Second order concepts	Continuity and change: I can explain how physical and human features have changed over time and why Similarity and difference: I can make comparisons between places, localities, regions Cause and consequence: I understand the effect of humans and nature on landscapes and settlement Significance: I can name significant geographical features, places, events Responsibility: I can explain how humans affect the earth positively and negatively						

Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings

Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data

Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions
Unit of work: Oceans and the Arctic	Navigation Human features Physical features Natural resources Sustainability Climate and landscape	<ul style="list-style-type: none"> That our school is in Anlaby Park in Hull, in England. The name and location of the 4 countries and capital cities of the United Kingdom and its surrounding seas. That our country does not experience extreme cold weather. There are 7 continents and 5 oceans that make up the world 	<ul style="list-style-type: none"> Different ways people are protecting the ocean in our country and across the world. What and where the Arctic Circle is in relation to the equator and the rest of the world Alaska, Canada, Finland, Iceland, Greenland, Norway, Russia, and Sweden make up the Arctic circle The unique geography of the Arctic leads to unique weather patterns that reappear in the region year after year. Some weather patterns, such as cyclones or anticyclones, are common outside the Arctic What the weather is like in each season in the Arctic Compare and contrast North and South pole Physical features of Arctic – mountains/hills, icebergs, rivers, and lakes. Adaptation of animals and distribution across Arctic. Physical features and location of cities in Arctic Compare Sisimiut in Greenland to Hull compare physical, human features and weather patterns in place. 	 Name the 5 oceans of the world.  Is summer in the arctic really a summer like we know it?  Explain how the city of Sisimiut in Greenland is different to the city of Hull.  icebergs / equator / ecosystem  What are the difference between Hull and Sisimiut?

Suggested lessons	Quick Quiz: Name 3 of the 5 depths of the ocean. Why are oceans constantly in motion? Children will be learning all about different human activities which are threatening our oceans. We will start by identifying what human activity is and what types of things we are doing which are causing damage to our oceans. They will consider different ways people are protecting the ocean in our country and across the world.	Quick Quiz: Name two ways that humans damage the ocean. Name two ways we can look after our oceans. Children will look at Arctic Circle maps to learn about what it is and where it is in relation to the equator and the rest of the world. They will explore the seven countries that make up the Arctic Circle. They will look at and describe images of towns found in the Arctic Circle.	Quick Quiz: What is the equator? Where is the UK in relation to the equator? Children will learn new weather vocabulary and will use it to describe weather patterns. They will learn about winter and summer in the Arctic and what the weather is like in each of these seasons. Children will compare this to the Antarctic, locating both North and South Poles on a map. They will consider the similarities and differences between the two poles.	Quick Quiz: Name 3 of the seven countries found in the Arctic circle. Give 2 facts about a season in the Arctic. Children will learn some new vocabulary associated with physical features found in the Arctic, including mountains, hills, icebergs, rivers and lakes. They will look at animals in the Arctic and how they survive the cold, harsh winters. They will use maps to locate and record animal distribution in the Arctic.	Quick Quiz: Name four physical features found in the Arctic. What is an iceberg? Children will look closely at some Arctic cities and describe the physical features within the cities. They will use a map to locate these cities in the Arctic and describe the country they are in.	Quick Quiz: Name 4 Arctic animals. Explain how two different animals survive in the Arctic. Children will look closely at Sisimiut in Greenland and compare it to Hull in the United Kingdom. Children will use language to compare the physical features, human features and weather patterns in each place.
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Key Content	I understand how everyday actions can help reduce waste, save energy and make the world more sustainable
	I can identify the location of hot and cold areas of the world
	I understand some of the ways the world's climate is changing
	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather
	I can identify similarities and differences between two areas and sets of data
I can identify similarities and differences between where I live and a place outside Europe	

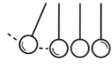
	Second order concepts	Continuity and change: I can explain how physical and human features changed over time				
		Similarity and difference: I can make comparisons				
		Cause and consequence: I understand the effect of humans and nature on landscapes and settlement				
		Significance: I can name significant geographical features, places, events				
		Responsibility: I can explain how humans affect the earth positively and negatively				
		Enquiry: I can observe, collect and interpret data				
		Written and oral expression: I use geographical terminology				
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work: My city	Human features Physical features Population Navigation	<ul style="list-style-type: none"> Where we live (in Anlaby Park, in Hull, Hull is in England, England is in the United Kingdom. The U.K. is in Europe) Hull is a city next to the Humber Estuary Create a simple map of my local area and use basic symbols in a key Describe key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop. I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, wealth 	<ul style="list-style-type: none"> Where Hull is on a world map and a map of the UK Where our school is on a map How to use an 8 point compass A variety of human and physical features in Hull and the surrounding area using maps The difference between rural and urban areas Their local area and identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features. How to use grid referencing to list key services A variety of different services in their local area. 		 Name three services common to most towns.  Describe our local area.  Explain how grid referencing is used in navigation.  residential / commercial / agricultural / industrial.  Present information on local area	
Suggested lessons	<p>Quick Quiz: What countries make up the UK? What are the capital cities of these countries? Children recap prior location knowledge by locating the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify Hull within the UK.</p>	<p>Quick Quiz: Which continent is the UK found in? Which is the largest ocean? What are the 4 main points on a compass? Children will look at a variety of maps of Hull. They will identify where our school is on the map and locate the area in which they live using the 8 point compass. Children will identify a variety of human and physical features in Hull and the surrounding area using their maps and list their findings using tables.</p>	<p>Quick Quiz: What are the 8 main points on a compass? What is the difference between human and physical geography? They will consider the difference between rural and urban areas and identify whether they live in a rural or urban area. They will explore their local area and identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features.</p>	<p>Quick Quiz: What is an urban area? What is a rural area? What area do you live in? What is the difference between residential and commercial areas? Children will create a map of their local area. They will use an 8 point compass and split their maps into a grid. Children will create a key and identify key services on their maps. They will then use grid referencing to list these services and challenge others to use these to locate them.</p>	<p>Quick Quiz: What is grid referencing? What is a map key? Children will think about services which are common to most towns and consider which are most important. They will identify a variety of different services in their local area. They can design their own town and include the services they think are necessary.</p>	<p>Quick Quiz: What services does a village have? What services does a town have? What services does a city have? Children will consolidate what they have learnt about their local area. They will describe the area they live in, giving details about its human and physical features. They will present the information they have found out to people who might wish to visit the area.</p>
I can locate all continents, oceans and major countries on a world map						

YEAR 3 – Location, Location, Location	Key Concepts	I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)				
		I can create maps and plan routes, using the 8 points of the compass, in the local area				
		I can follow a structure for presenting fieldwork investigations and findings				
		I can present findings from fieldwork using graphs/charts and explain my findings				
	Second Order Concepts	Similarity and difference: I can make comparisons between places, localities, regions				
		Cause and consequence: I understand the effect of humans and nature on landscapes and settlement				
		Responsibility: I can explain how humans affect the earth positively and negatively				
		Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings				
	Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data					
	Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions
Unit of work: Volcanoes and Earthquakes	Navigation Physical features Tectonic activity Climate and landscape	<ul style="list-style-type: none"> The 7 world continents and 5 world oceans and locate on the world map The size of Europe compared to other continents The names and features of some of the countries that make up Europe (including Russia): Italy, France, Germany, Spain, Greece and Russia The names of some of the cities in Europe: Rome, Paris, Madrid, Moscow I can use a globe to identify the equator and north and south poles 	<ul style="list-style-type: none"> How volcanoes are formed What causes an earthquake Where some of the world's most famous volcanoes are located. <ul style="list-style-type: none"> Mount Vesuvius, near Naples, Italy Krakatoa, Indonesia Mount St. Helens, Washington, USA Mount Tambora, Indonesia Mauna Loa, Hawaii Eyjafjallajökull, Iceland Mount Pelée, Martinique, Caribbean Three types of volcano – composite, shield and dome What tectonic plates are and where they are located What the 'ring of fire' is How to react if an earth quake hits Different volcanic areas and why people live there Different species of flora and fauna in volcanic areas. 		 What is the 'ring of fire'?  How do tectonic plates determine and change landscapes?  Explain the difference between a composite, shield and dome volcano.  flora and fauna / lava / magma / Fissures  Why do people settle in volcanic areas?	
Suggested lessons	<p>Quick Quiz: What are the 7 continents? What are the 5 oceans? What is the capital city of England?</p> <p>Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator. They will then use a variety of information sources to find out further facts</p>	<p>Quick Quiz: How are volcanoes formed? Where are volcanoes located? Name a famous volcano?</p> <p>Children will look at videos and photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will label diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.</p>	<p>Quick Quiz: How are volcanoes formed? What causes a volcano to erupt? What impact can volcanoes have on the environment?</p> <p>Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. They will also find out the difference between an extinct, active and dormant volcano and will be able to explain this to others.</p>	<p>Quick quiz: What are the three types of volcano? What are the differences between extinct, active and dormant volcanoes?</p> <p>Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes. They learn about key aspects of the 'ring of fire' and identify why volcanoes particularly occur along fault lines.</p>	<p>Quick quiz: What are tectonic plates? Where are they located? What is the 'ring of fire'?</p> <p>Children will learn about key aspects of earthquakes. They will locate historical and more recent earthquake hotspots in the world and discover key information about this type of natural disaster. Children will create warning posters identifying what to look out for and how to react if an earthquake hits.</p>	<p>Quick Quiz: What are the key aspects of an earthquake? Where are the hotspots? How do you react if an earth quake hits?</p> <p>Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. They will also find out about some of the different species of flora and fauna that live in volcanic areas. Children will work in groups looking at different volcanic areas across the world and present their findings to the class.</p>

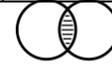
	about particular volcanoes.				
Key Content	I can use various sources to identify different locations around the world				
	I can locate all continents, oceans and major countries on a world map				
	I understand the structure of the earth and features such as tectonic plates and molten lava				
	I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes				
	I describe and understand the key aspects of earthquakes				
Second order concepts	Similarity and difference: I can make comparisons between places, localities, regions				
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement				
	Significance: I can name significant geographical features, places, events				
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings				
	Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data				

YEAR 4 – Cloud to Coast	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		
	Unit of work: Rivers and coasts	Economic activity Navigation Human features Physical features Climate and landscape Sustainability	<ul style="list-style-type: none"> The seven continents, five oceans and surrounding seas of the United Kingdom. How sedimentary rocks are formed. The names of some key rivers around the world including the Thames and the Nile. The 4 countries in the U.K. and locate them on a map Name the capital cities of England, Wales, Scotland and Northern Ireland 	<ul style="list-style-type: none"> What the water cycle is and why it is important. Children will learn how rivers are formed by explaining the processes of erosion and deposition. Parts of a river and uses. about the River Humber, the docks and their uses in the past vs today. the use of ports. how coasts are formed, including looking at the processes of erosion and deposition. what coastal erosion is and how it affects coastlines. Focus on instability (Bempton Cliffs / Flamborough, etc) 	Name 5 features of a river. Explain the erosion process on a coastline. Explain how the use of the River Humber has changed over time. precipitation / gorge / confluence / estuary What are the causes and Consequences of coastal erosion?		
	Suggested lessons	Quick Quiz What is human geography? What is physical geography? Children will explore what the water cycle is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary. They can then express their understanding of	Quick Quiz What is precipitation? What is evaporation? What is condensation? Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.	Quick Quiz Summarise the water cycle Summarise the journey of a river Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. They will learn about the River Humber, the docks and their uses in the past vs today.	Quick Quiz Name physical features of a river Name human uses of a river Children investigate the use of ports. They will explain the importance of ports and the role they play in trade and distributing resources around the world.	Quick Quiz Why are ports important? How were the docks used in the past? How are the docks used now? Children will start to have an understanding of how coasts are formed, including looking at the processes of erosion and deposition. They will locate local coastal areas on a map and compare to different coastal areas around the country.	Quick Quiz What is erosion? What is deposition? Name 3 coastal areas Children will understand what coastal erosion is and how it affects coastlines. They will look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability (Bempton Cliffs / Flamborough, etc)

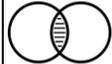
	how the water cycle works independently.					
Key Content	I can recognise key human and physical characteristics of my local region and the UK including hills, mountains, coast, rivers and land use					
	I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)					
	I can explain how physical features of a landscape influence where settlements have developed and how the land is used (e.g.: coasts, rivers)					
	I understand how settlements have changed over time					
	I can explain the importance of ports and the role they play in trade and distributing resources around the world					
Second order concepts	Similarity and difference: I can make comparisons between places, localities, regions					
	Continuity and change: I can explain how physical and human features have changed over time and why					
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
	Significance: I can name significant geographical features, places, events					
	Significance: I can describe significant geographical features, places, events					
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings					
Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data						
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work: Yorkshire: 'God's own country'	Economic activity Navigation Human features Physical features Climate and landscape Sustainability	<ul style="list-style-type: none"> That Anlaby Park is in Hull Hull is to the East of Yorkshire which is a county in England England is a country in the United Kingdom, in the continent of Europe Some of the basic land uses e.g. visit to local form in FS The 8 points of the compass Describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season Describe key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop. 	<ul style="list-style-type: none"> coastal management strategies specific systems such as groynes, gabions and revetments. <ul style="list-style-type: none"> Focus on Withernsea and Hornsea Yorkshire and its boundaries on a map.. similarities and differences in the physical geography of Yorkshire, comparing the main features of the North York Moors, Yorkshire Dales, and part of the Peak District. <ul style="list-style-type: none"> collect data from the field; annotate base maps, take photos, make sketches, and record details of use of buildings. land uses across Yorkshire such as traditional industries included sheep farming, textile manufacturing, coal mining and the steel industry population and settlements have changed over time. sources of non-renewable and renewable energy in the region. the effects these types of energy have on the environment and why humans have a responsibility to strive for sustainable energy in the future 		 Name Yorkshires main rivers.  What is renewable energy and why should we care about it?  Compare and contrast two types of coastal defences.  agriculture / groynes / gabions / revetments  Compare and contrast Areas of Yorkshire	
Suggested lessons	Quick Quiz What is coastal erosion? How does it affect coastlines? Children will express why coastal management strategies	Quick Quiz Name 3 coastline systems Name an advantage of the system Name a disadvantage of the system Children will begin to focus more inland looking at	Quick Quiz Name 3 of Yorkshire's cities Name 3 of Yorkshire's rivers Children will discuss the similarities and differences in the physical geography of Yorkshire, comparing the	Quick Quiz Write down 3 similarities and differences between N York Moors, Yorkshire Dales and Peak district Children will use their geographical field work skills on a trip to visit an area	Quick Quiz Write down the 8 compass points Write down key physical features from area visited Write down key human features from area visited.	Quick Quiz How is the land used in Yorkshire? How has land use changed over time? Children will consider what they have learned about Yorkshire and the changes

		are necessary before looking at some specific systems such as groynes, gabions and revetments. They will consider some of the advantages and disadvantages of using coastal management systems, focusing on beaches close to home (Withernsea / Hornsea)	Yorkshire as a whole. They will identify Yorkshire and its boundaries on a map. Children will also note where Yorkshire's main cities and rivers are, learning that Yorkshire is drained by several rivers. In western and central Yorkshire the many rivers empty their waters into the River Ouse.	main features of the North York Moors, Yorkshire Dales, and part of the Peak District. Children will study maps and ordnance survey maps to investigate land elevation and other features across an area of Yorkshire.	within Yorkshire. They will use a planned route based on maps of the local area, identifying human and physical features and directions using compass points and grid references. They will collect data from the field; annotate base maps, take photos, make sketches, and record details of use of buildings.	Children will discuss the land uses across Yorkshire such as traditional industries included sheep farming, textile manufacturing, coal mining and the steel industry. They will consider how population and settlements have changed over time. They will also compare how previous industrial use of land has changed over time to nature reserves/shopping centres/biomass/solar and wind power centres (on-shore and off-shore).	to land use over time. They will consider sources of non-renewable and renewable energy in the region. The children will learn the effects these types of energy have on the environment and why humans have a responsibility to strive for sustainable energy in the future.
	Key Concepts	I can use ordnance survey maps to explore the local area and identify key features					
		I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)					
		I can describe and explain the key features of different types of settlements and identify similarities and differences					
		I understand how settlements have changed over time					
		I understand the difference between renewable and non-renewable sources of energy					
		I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future					
	Second order concepts	Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability					
		Similarity and difference: I can make comparisons between places, localities, regions					
		Continuity and change: I can explain how physical and human features have changed over time and why					
		Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
Significance: I can describe significant geographical features, places, events							
Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings							
Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data							
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions	
Unit of work: European countries and Rivers	Navigation Population Economic activity Human features Physical features Natural resources Climate and landscape	<ul style="list-style-type: none"> The 7 world continents and 5 world oceans locate on a map. That the UK is made up of 4 countries. The names of some key rivers around the world including the Thames and the Nile. Use various sources to identify different locations around the world. explain how physical features of a landscape influence where settlement 	<ul style="list-style-type: none"> locate the UK and identify the continent of Europe that it resides in. names and locations of other European countries. annotate maps of Europe with the names of countries human features of different European countries, including flags, currencies and governments. identify the main rivers of Europe and the cities which they run through. facts about the river, considering both human and physical geography, uses and trades as well as location. Food miles Impact of environment 			    	<p>Name 3 major European rivers and 3 cities that lie on them.</p> <p>What is a trade route and why are their major rivers so important?</p> <p>Explain some of the human uses for rivers, and how these support the cities that were built on them.</p> <p>trade / commerce / European union / Brexit</p> <p>What effect do humans have on environment</p>

	Suggested lessons	<p>Quick Quiz Name 5 oceans Name 7 continents</p> <p>Children recap prior location knowledge by locating the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK and identify the continent of Europe that it resides in.</p>	<p>Quick Quiz: What are human features What are physical features</p> <p>Children will look closer at a country in Europe. They will investigate this country and compare it with the UK. They will consider human and physical features, population, boundaries and borders. They will present their findings as comparison study.</p>	<p>Quick Quiz Name 3 human features of the UK and another European country Name 3 physical features of the UK and another European country</p> <p>Children will begin to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries They will then explore some human features of different European countries, including flags, currencies and governments.</p>	<p>Quick Quiz Name 3 European countries Name 3 European currencies Draw 3 European flags</p> <p>Children will recap how rivers are formed by explaining the processes of erosion and deposition. They will then identify the main rivers of Europe and the cities which they run through. Children consider why cities were built on rivers and find out about some of the human uses for rivers.</p>	<p>Quick Quiz How are rivers formed What does erosion mean What does deposition mean</p> <p>Children chose a river to investigate: DANUBE / DNIEPER / DON / ELBE / LOIRE / ODER / PO / RHINE / RHONE / SHANNON / TAGUS</p> <p>They research facts about the river, considering both human and physical geography, uses and trades as well as location. Children present their findings to the class.</p>	<p>Quick Quiz Summarise key facts from river study</p> <p>Children learn about the term 'food miles' and consider the impact on the environment. Children discuss the impacts human geography has on the environment such as any problems caused by trade links and tourism. They investigate how this can be overcome, sustainably.</p>
	Key Concepts	<p>I can use a map to locate the worlds countries, including the countries of Europe and North and South America</p> <p>I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries</p> <p>I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)</p> <p>I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers</p> <p>I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade.</p> <p>I understand the concept of food miles and the impact this can have on the environment</p> <p>I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment</p>					
	Second order concepts	<p>Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability</p> <p>Similarity and difference: I can make comparisons between places, localities, regions</p> <p>Continuity and change: I can explain how physical and human features have changed over time and why</p> <p>Cause and consequence: I understand the effect of humans and nature on landscapes and settlement</p> <p>Significance: I can describe significant geographical features, places, events</p> <p>Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings</p> <p>Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data</p>					
	Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		
YEAR 5 – Land, Sea and Space	<p>Unit of work:</p> <p>Biomes: North America Yosemite National Park</p>	<p>Navigation Human features Physical features Natural resources Climate and landscape</p>	<ul style="list-style-type: none"> The 7 world continents and 5 world oceans located on a world map That the UK is made up of 4 countries. The names of some key rivers around the world including the Thames and the Nile. 	<ul style="list-style-type: none"> Yosemite National Park is an area of protected land the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan. how the landscape of Yosemite is constantly changing thanks to glaciers, erosion and other factors. the water system at Yosemite National Park. Starting at the glaciers in the mountains, they will find out how water travels through the park, creating rivers, lakes, streams and waterfalls. how humans harness water in the park, such as the O'Shaughnessy Dam and Hetch Hetchy Reservoir 		<p>How does water travel through the Yosemite National Park?</p> <p>How is the landscape of the park constantly changing?</p> <p>Explain some similarities and differences between Yosemite Park and a national park in the UK.</p> <p>climate / biome / vegetation / glaciers</p>	



			<ul style="list-style-type: none"> what biomes and vegetation zones are. compare Yosemite National Park with some different national parks in the UK. 	Compare and contrast UK and Yosemite park		
Suggested lessons	<p>Quick Quiz Name 5 oceans Name 7 continents Name 3 European countries and their capital cities</p> <p>Children will understand that America is made up of states and that Yosemite National Park is an area of protected land. They will locate it on a map and identify it as being in the state of California. They will use photos to start identifying the physical features of the park, as well as finding out some general facts about it.</p>	<p>Quick Quiz Name 3 American states Give 3 facts about the park What are the physical features of the park</p> <p>Children will learn about how the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan. They will also find out how the landscape of Yosemite is constantly changing thanks to glaciers, erosion and other factors.</p>	<p>Quick Quiz How was El Capitan formed Why is Yosemite landscape constantly changing</p> <p>Children will learn about the water system at Yosemite National Park. Starting at the glaciers in the mountains, they will find out how water travels through the park, creating rivers, lakes, streams and waterfalls. They will also find out how humans harness water in the park, such as the O'Shaughnessy Dam and Hetch Hetchy Reservoir.</p>	<p>Quick Quiz What is the journey of the water at Yosemite park How do humans harness water?</p> <p>Children will learn what biomes and vegetation zones are. They will identify the various biomes of Yosemite and use graphs and charts to identify how the climates differ.</p>	<p>Quick Quiz What are biomes What are vegetation zones How does the climate differ?</p> <p>Children will compare Yosemite National Park with some different national parks in the UK. They will identify where UK parks are before generating questions. They will then carry out some research as they compare and contrast Yosemite with a UK park.</p>	<p>Quick Quiz Write 3 comparisons between a UK park and Yosemite park</p> <p>Children will recap everything they have learnt about Yosemite before looking at some of the reasons why it is such a popular tourist destination. They will find out about some of the animals visitors can spot and the activities they can do. Children will then plan their own trip to Yosemite taking into account everything they have learnt.</p>
Key Content	I can use a map to locate the world's countries, including the countries of Europe and North and South America					
	I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America					
	I can describe and explain the key physical features of different climate zones, biomes and vegetation belts					
	I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)					
Second order concepts	Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability					
	Similarity and difference: I can make comparisons between places, localities, regions					
	Continuity and change: I can explain how physical and human features have changed over time and why					
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
	Significance: I can describe significant geographical features, places, events					
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings					
	Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data					
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions

YEAR 6 – Journeys	Unit of work: Climate & Biomes: North America Grand Canyon	Navigation Population Human features Physical features Climate and landscape	<ul style="list-style-type: none"> Use various sources to identify different locations around the world. Use digital mapping technology (GIS) to trace physical features of an area identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn The seven continents and five oceans location on a world map Where the equator is and what it is The location of the Arctic and Antarctic Circles The location of North and South America The eight compass points 				<ul style="list-style-type: none"> locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA exploring some key information about the canyon, such as size, width and depth. look at the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years. Grand Canyon has several different biomes and climate conditions. compare climates in the gorge and North Rim of the canyon. the conditions at the bottom of the Grand Canyon change at different points thanks to the presence or lack of the Colorado River <p>explore what the desert scrub biome is like and find out about some of the animals and plants that live there.</p> <ul style="list-style-type: none"> the negative impact tourism can have on the environment 				 What are the main features of the Grand Canyon?  Describe the positive and negative aspects of tourism in the Grand Canyon.  Describe the biomes and climate zones of the Grand Canyon. How do these compare to the UK?  scrub biome / longitude / latitude / gorge  Similarities and difference between Lifestyle of Havasupai historically And now			
	Suggested lessons	Quick Quiz: Name the 7 continents Name the 5 oceans What is the Grand Canton? Children will recap prior knowledge by identifying and labelling the worlds continents	Quick Quiz: Where is the Grand Canyon What other locations are on the on the same longitude What other locations are on the same latitude Children will find out some further facts about the	Quick Quiz What is water erosion? What has shaped the Grand Canyon over the years? Children will learn that the Grand Canyon has several different biomes and climate conditions. They will use pictures to explore what the	Quick Quiz: What are the six different biomes? Name the different biomes in the Grand Canyon What are the different climate conditions Children will identify that the conditions at the bottom of	Quick Quiz: What is the desert scrub like? What are the conditions like at the bottom of the Grand Canyon? Name animals and plants that live on the Grand Canyon Children will consider some of the ways in which the Grand	Quick Quiz: What are the benefits of tourism What are the negative impacts of tourism? Children will be introduced to the Havasupai tribe and find out how they have lived at the Grand Canyon for							

	and oceans on a blank map. They will note where both the UK and Hull is on the map. Children will then locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA. They will identify other locations on the same latitude and longitude lines before exploring some key information about the canyon, such as size, width and depth.	Grand Canyon before exploring how it was formed. They will look at the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years.	bottom of the Grand Canyon is like and compare climates in the gorge and North Rim of the canyon.	the Grand Canyon change at different points thanks to the presence or lack of the Colorado River. Children will explore what the desert scrub biome is like and find out about some of the animals and plants that live there.	Canyon is used by humans, both for local people and for those visiting. They will weigh up the benefits of tourism to the area and counter this with the negative impact tourism can have on the environment.	hundreds of years. They will find out about the lifestyle of the Havasupai and consider how they use the land around the Grand Canyon, both historically and today. Children will consider why it is important for natural parks to be protected by the government.
Key Content	I can use a map to locate the worlds countries, including the countries of Europe and North and South America					
	I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America					
	I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)					
	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.					
	I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place					
	I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)					
	I can use a map to locate the worlds countries, including the countries of Europe and North and South America					
Second order concepts	Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability					
	Similarity and difference: I can make comparisons between places, localities, regions					
	Continuity and change: I can explain how physical and human features have changed over time and why					
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
	Significance: I can describe significant geographical features, places, events					
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings					
Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data						
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work: Climate & Biomes: Caribbean	Navigation Population Economic activity Human features Physical features Sustainability Climate and landscape	<ul style="list-style-type: none"> The 6 main types of biome (aquatic, desert, forest, grassland, rainforest and tundra and 3 main climate zones. The seven continents and five oceans location on a world map Where the equator is and what it is The location of the Arctic and Antarctic Circles The location of North and South America 	<ul style="list-style-type: none"> Identify the northern and Southern hemisphere, the Equator and the Tropic of Cancer and Capricorn on a world map. What longitude and latitude means and how they relate to time zones around the world where in the world the Caribbean is, and learn about the location and ownership of the islands within it. Use data to compare and contrast the average temperatures and rainfall in two different locations within the Caribbean. the colonial past of the islands <ul style="list-style-type: none"> past has affected the culture, land use, exports and populations of the Caribbean islands. learn about emigration and 'The Windrush' 		 Name at least four islands that can be found in the Caribbean.  Why does the world have different time zones?  Describe some of the diverse landforms found in the Caribbean.  temperature / landforms / enslaved / The Windrush  Negative impact of tourism	

		<ul style="list-style-type: none"> The eight compass points 	<ul style="list-style-type: none"> tourist industry's importance to the economy of the Caribbean. 			
Suggested lessons	<p>Quick Quiz What are the 6 biomes What are 3 climate zones</p> <p>Children will identify the northern and Southern hemisphere, the Equator and the Tropic of Cancer and Capricorn on a world map. They will learn what longitude and latitude means and how they relate to time zones around the world. Children will identify which time zone the UK is in and then compare that to the time zone that the Caribbean is in, noting both places on a world map.</p>	<p>Quick Quiz: What does latitude mean What does longitude mean Which time zone is the UK in</p> <p>Children will find out where in the world the Caribbean is, and learn about the location and ownership of the islands within it. Children will use maps and other data to locate and label islands within the Caribbean on their own blank map.</p>	<p>Quick Quiz What is the equator Give me 3 facts about the Northern hemisphere Give me three facts about the Southern hemisphere</p> <p>Children will first discuss what 'physical' geography means, and what the physical geography of the Caribbean might be like, based on what they already know. Children will then find out about some of the diverse landforms found in the Caribbean. They work in groups to find out about specific landforms across the Caribbean and present their findings.</p>	<p>Quick Quiz What is physical geography Name three islands of the Caribbean What is the time zone of the Caribbean</p> <p>Children will first discuss the difference between weather and climate, before exploring what type of climate the Caribbean has, and why. Children will use data to compare and contrast the average temperatures and rainfall in two different locations within the Caribbean. They will then gather data to compare these to the UK. They will present their data using CCM.</p>	<p>Quick Quiz What is the difference between weather and climate What are the average temperatures and rainfall in the UK and the Caribbean</p> <p>This lesson focuses on the human geography of the area. The children will take a look back at the colonial past of the islands as well as how these new European colonies brought enslaved people from Africa to work on plantations. They will look at how this past has affected the culture, land use, exports and populations of the Caribbean islands. The class will learn about emigration and 'The Windrush'</p>	<p>Quick Quiz: What is emigration What is the Windrush?</p> <p>Children will focus on the area as a tourist destination and will explore the tourist industry's importance to the economy of the Caribbean. They will explore the advantages and disadvantages of tourism for the Caribbean, culminating in a debate using the motion 'The negative impact of tourism in the Caribbean outweighs the positive impact it has.'</p>
Key Content	I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)					
	I can use a map to locate the worlds countries, including the countries of Europe and North and South America					
	I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America					
	I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)					
	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.					
	I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place					
	I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)					
Second order concepts	Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability					
	Similarity and difference: I can make comparisons between places, localities, regions					
	Continuity and change: I can explain how physical and human features have changed over time and why					
	Cause and consequence: I understand the effect of humans and nature on landscapes and settlement					
	Significance: I can describe significant geographical features, places, events					
	Enquiry: I can observe, collect and interpret data, drawing conclusions, explaining and presenting findings					
	Written and oral expression: I use geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data					
	Responsibility: I understand how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability					