2023 - 2024				
Unit title and vocabulary	Y1/2 What is it like to live in Shanghai? Hook: Walk around the surrounding area of our school. • **directional language** • **harbour** • **human feature** • **physical feature** • **city** • **compass** • **key** • **map** • **north** • **symbol** • **atlas** • **continent** • **country** • **land** • **ocean** • **city** • **desert** • **town** • **village** • **metro** • **port** • **skyscraper** • **transport** • **weather** • **similar**	Y3/4 Why does population change? Hook: Fascinating facts show case! Holiday homework was to find facts about population. They are to be the teacher at the front and deliver their favourite fascinating fact. • **population** • **densely populated** • **sparsely populated** • **population density** • **population distribution** • **cartogram** • **birth rate** • **death rate** • **natural increase or decrease** • **involuntary** • **migration** • **migrants** • **pull factors** • **push factors** • **refugee** • **voluntary** • **region** • **climate** • **climate change**	Y4/5 Are all settlements the same? Hook: Photograph of a city in UK and one of New Delhi. Children to write four questions that they would like to know about the two different cities. • **settlement** • **land use** • **capital city** • **linear** • **nucleated** • **dispersed** • **urban** • **rural** • **agricultural land** • **commercial land** • **county** • **legend** • **recreational land** • **residential land** • **transportation** • **agricultural land** • **landmark** • **place of worship** • **transport**	Y5/6 Are all settlements the same? Hook: Photograph of a city in UK and one of New Delhi. Children to write four questions that they would like to know about the two different cities. • **settlement** • **land use** • **capital city** • **linear** • **nucleated** • **dispersed** • **urban** • **rural** • **agricultural land** • **commercial land** • **county** • **legend** • **recreational land** • **residential land** • **transportation** • **agricultural land** • **landmark** • **place of worship** • **transport** • **compare** • **human features**

	• **different**	• **fossil fuels** • **greenhouse gases** • **deforestation** • **impact** • **quantitative** • **qualitative** • **air pollution** • **noise pollution** • **Likert scale** • **digital technologies** • **conclusions** • **improvements**	• **compare** • **human features** • **local** • **physical features** • **population** • **region** • **country border** • **facilities** • **human feature** • **index** • **memorial** • **metro** • **monument** • **compare** • **differences** • **similarities** • **unique**	• **local** • **physical features** • **population** • **region** • **country border** • **facilities** • **human feature** • **index** • **memorial** • **metro** • **monument** • **compare** • **differences** • **similarities** • **unique**
Autumn	LI's • To recognise physical and human features in our local environment. • To draw a sketch map of our local area. • To name and locate some continents on a world map • To identify physical and human features of a non-European country	LI's • To understand the change and distribution of the global population. • To define birth and death rates and describe why they change. • To recognise the push and pull factors influencing migration.	LI's • To describe different types of settlements. • To identify the human and physical features in the local area. • To discuss why physical and human features	LI's • To describe different types of settlements. • To identify the human and physical features in the local area. • To discuss why physical and human features are in particular locations.

	• To describe what it is like in Shanghai. • To compare Shanghai to a small area of the UK.	• To understand the impact climate change can have on the global population. • To collect data showing how population impacts the amount of traffic and litter. • To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	are in particular locations. • To describe how land use in the local area has changed. • To identify land use in New Delhi. • To compare land use in two different locations.	• To describe how land use in the local area has changed. • To identify land use in New Delhi. • To compare land use in two different locations.
	Key Skills Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use.	Key Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Explore the different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical	Key Skills Locating some major cities and key physical features on maps. Beginning to use the key on an OS map to name and recognise key physical and human features. Using a simple key on their own map to show an example of both physical	Key Skills Locating some major cities and key physical features on maps. Beginning to use the key on an OS map to name and recognise key physical and human features. Using a simple key on their own map to show an

	They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. Fieldwork: **Lesson 1 involves fieldwork in the area surrounding the school.**	features in their local area through fieldwork. Make land use comparisons with New Delhi. Fieldwork: **Lesson 5 involves fieldwork in a local urban environment.**	and human features. Following a route on a map with some accuracy. Children describe the different human and physical features in their local area through fieldwork and make land use comparisons with New Delhi. Fieldwork: **Lesson 3 involves fieldwork in the local environment.**	example of both physical and human features. Following a route on a map with some accuracy. Children describe the different human and physical features in their local area through fieldwork and make land use comparisons with New Delhi. Fieldwork: **Lesson 3 involves fieldwork in the local environment.**
Spring	What is the weather like in UK? Hook: Map of UK cut into pieces as a jigsaw! Who will make it correct the quickest? • **map** • **atlas** • **location** • **locate** • **land** • **country** • **continent** • **season** • **climate** • **weather**	Would you like to live in the desert? Hook: Picture clues – zoom in what is it? (Use desert pictures) • agriculture • airstrip • arid • barren • biome • climate • desert • desertification • drought	What are rivers and how are they used? Hook: Anagrams of ten famous rivers quiz. • condensation • delta • estuary • evaporation • flooding • floodplain • groundwater • irrigation • leisure • meander	What are rivers and how are they used? Hook: Anagrams of ten famous rivers quiz. • condensation • delta • estuary • evaporation • flooding • floodplain • groundwater • irrigation • leisure • meander

	• **direction** • **compass** • **rain gauge** • **thermometer** • **temperature** • **season** • **weather vane** • **atlas** • **capital city** • **direction**	• flash flood • mesa • mining • mushroom rock • national park • natural arch • nature reserve • rainfall • ranching • renewable energy • salt flat • sand dune • sparse • time zone • tourist attraction • vegetation • weather	• oxbow lake • percolation • precipitation • river mouth • source • transpiration • tributary • valley • water cycle • waterfall	• oxbow lake • percolation • precipitation • river mouth • source • transpiration • tributary • valley • water cycle • waterfall
	L.I's • To locate the four countries of the UK. • To identify seasonal changes in the UK. • To identify the four compass directions. • To investigate daily weather patterns. • To identify daily weather patterns in the UK.	L.I's • To summarise the characteristics of a desert biome. • To locate and explore features of deserts. • To describe the physical features of a desert environment. • To explain the different ways humans can use deserts.	L.I's • To describe how the water cycle works. • To recognise the features and courses of a river. • To name and locate some of the world's longest rivers. • To describe how rivers are used.	L.I's • To describe how the water cycle works. • To recognise the features and courses of a river. • To name and locate some of the world's longest rivers. • To describe how rivers are used. • To identify and locate human and

	• To understand how the weather changes with each season.	• To describe some of the threats facing deserts. • To explore the similarities and differences between two physical environments.	• To identify and locate human and physical features on a map. • To identify and locate human and physical features on a map.	physical features on a map. • To identify and locate human and physical features on a map.
	Key Skills Children can show on a map which continent they live in. Locate the four countries of the United Kingdom. They are beginning to locate the capital cities of the four countries of the UK. Children can describe how the weather changes with each season in the UK. They can find the daily weather patterns in their locality. They can confidently using the vocabulary 'season' and 'weather'. They will recognise some physical features in their locality.	Key Skills Children can locate countries in Europe and North and South America using maps. They can locate major cities and some key physical features in countries studied on a map. Children can use maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. They can locate the twelve geographical regions of the UK. They can identify the location of the Prime/Greenwich Meridian and time zones, using longitude and latitude when	Key Skills Children can locate some countries and major cities in Europe and North and South America using maps. They can locate some key physical features, mountain ranges and rivers in countries studied including significant environmental regions. Children can identify key physical and human characteristics of counties, cities and geographical regions in the UK. Children can describe how physical features, such as mountains and rivers are formed, and why	Key Skills Children can locate some countries and major cities in Europe and North and South America using maps. They can locate some key physical features, mountain ranges and rivers in countries studied including significant environmental regions. Children can identify key physical and human characteristics of counties, cities and geographical regions in the UK. Children can describe how physical features, such as mountains and rivers are formed, and

	Using directional language to describe the location of objects. They will respond to instructions using directional language to follow routes. They begin to use the compass points (N, S, E, W) to describe the location of features on a map. They will recognise local landmarks on aerial photographs, asking questions about the world around them. Fieldwork: **Lessons 3 and 4 involve fieldwork on the school grounds.**	referencing location in an atlas or on a globe. Children can describe similarities and differences between two environmental regions. They can describe and understand the key aspects of the six biomes and the six climate zones. Children show an Understanding of the distribution of natural resources and recognise some geographical issues affecting people in different places and environments. They can describe how humans can impact the environment. They can use digital mapping and can Identifying, analyse and ask questions about distributions and relationships between features using maps (e.g settlement distribution).Children can use models and maps to talk about contours and slopes. Children can interpret and use real-time/live data, drawing conclusions about an	volcanoes and earthquakes occur. Children can describe how humans use water. Children are beginning to use maps at more than one scale and can use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Children are beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Children can use 4-figure grid references to locate features on a map in regions studied. Children begin to use the 8 points of a compass. Children can follow a route on a map with some accuracy saying which directions are N, S, E, W on an OS map. They can label some features on an aerial	why volcanoes and earthquakes occur. Children can describe how humans use . Children are beginning to use maps at more than one scale and can use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Children are beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Children can use 4-figure grid references to locate features on a map in regions studied. Children begin to use the 8 points of a compass. Children can follow a route on a map with some accuracy saying which directions are N, S, E, W on an OS map. They can label some features on an aerial photograph and then locate these on an OS map of the

		enquiry using findings from fieldwork. Children can use data in pie charts, line graphs and graphs with two variables. Fieldwork:	photograph and then locate these on an OS map of the same locality and scale in regions studied. Children can map land use in a small local area using maps and plans and can observe, record, and naming geographical features in their local environments. They take digital photos and can make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Children are beginning to use a simplified Likert Scale to record their judgements of environmental quality. They present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.	same locality and scale in regions studied. Children can map land use in a small local area using maps and plans and can observe, record, and naming geographical features in their local environments. They take digital photos and can make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Children are beginning to use a simplified Likert Scale to record their judgements of environmental quality. They present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. They suggest different ways that a locality could be changed and improved and

			They suggest different ways that a locality could be changed and improved and can find answers to geographical questions through data collection. Fieldwork: **Lesson 6 involves fieldwork in a local river environment.**	can find answers to geographical questions through data collection. Fieldwork: **Lesson 6 involves fieldwork in a local river environment.**
Summer	What is it like to live near the coast? Hook: Have a sack with seaside items in. Invite children to come and feel and try to work out what the item is. Repeat with other children. Then reveal items to see if they were correct. What is the link? • arch	Where does our energy come from? Hook: You are an energy detective! You have to list/ draw at least 10 items that you use that need energy to work. You only have 2 mins. • biofuel	Who lives in Antarctica? Hook: You need to explore Antarctica. You only have a bag this size what will you pack? Work in pairs to decide. climate	Who lives in Antarctica? Hook: You need to explore Antarctica. You only have a bag this size what will you pack? Work in pairs to decide. climate

	• aquarium • bay • capital city • city • cliff • coast • coastline • country • data collection • fieldwork • island • harbour • human feature • location • locate • mudflat • ocean • physical feature • pictogram • pier • sand dunes • sea • stack • tally chart • tourist • town • village	• coal • consumption • contour line • crude oil • emissions • energy source • hydropower • natural gas • non-renewable • nuclear power • Prime Meridian • producer • regenerate • renewable • replenish • sea level • solar power • time zone • urban planner • wind power	climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty
	LI's	LI's	LI's	LI's

	• To locate the seas and oceans surrounding the UK. • To explain what the coast is. • To identify the physical features of the coast. • To identify human features on the coast. • To investigate how people use the local coast. • To present findings on how people use the local coast.	• To know why energy sources are important. • To understand the benefits and drawbacks of different energy sources. • To understand how energy is generated in the United States. • To know how energy sources are distributed in an area. • To explain reasons for choosing an energy source. • To collect and present data on where to position a solar panel on the school grounds.	• To understand the position and significance of lines of latitude. • To describe the location and physical features of Antarctica. • To describe the human features of Antarctica. • To use four-figure grid references to plot Shackleton's route to Antarctica. • To plan a simple route on a map using compass points. • To follow instructions involving compass points and map a simple route.	• To understand the position and significance of lines of latitude. • To describe the location and physical features of Antarctica. • To describe the human features of Antarctica. • To use four-figure grid references to plot Shackleton's route to Antarctica. • To plan a simple route on a map using compass points. • To follow instructions involving compass points and map a simple route.
	Key Skills Children can show the surrounding seas of the UK on a map and confidently locate the	Key Skills Children can locate more countries and some major cities in Europe and North	Key Skills	Key Skills

	capital cities of the four countries of the UK. They can describe the key physical and human features of a coast and how it changes over time. They can describe and understand the differences between a city, town and village. Children recognise why maps need a title and use an atlas to locate the four capital cities of the UK. They know how to use locational language and the compass points (N, S, E, W) to describe the location of features on a map and a route. Children are able to use a map to follow a prepared route. They can recognise human and physical features on aerial photographs and plan perspectives. Children ask and answer simple questions about human and physical features of the area surrounding their school grounds. They can collect quantitative data through a small survey of the local area/school to answer an enquiry question. Children present data in simple tally charts or pictograms and comment on what the data	and South America and are able to locate some human and physical features. They try to explain why a locality has changed over time, they can give examples of both physical and human features and can identify the location of the Prime/Greenwich Meridian and time zones. Children can use longitude and latitude and will describe and explain similarities and differences between two environmental regions. They show an understanding how climates impact on trade, land use and settlement using maps to explore wider global trading routes. Children can give examples of alternative viewpoints and solutions for an environmental issue linking it to climate change and can suggest reasons why the global population has grown significantly in the last 70 years. Children begin to understand the distribution of natural resources globally. They are able to describe and	Children can locate some countries in Europe and North and South America using maps. They can locate key physical and human features in countries studied including significant environmental regions. They can find the position of the Equator and describe how this impacts our environmental regions. Children are able to find lines of latitude and longitude on a globe and explain why these are important. They can identify the position of the Tropics of Cancer and Capricorn and their significance. They are also able to Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons. They can identify the position and significance of both the Arctic and Antarctic Circle	Children can locate some countries in Europe and North and South America using maps. They can locate key physical and human features in countries studied including significant environmental regions. They can find the position of the Equator and describe how this impacts our environmental regions. Children are able to find lines of latitude and longitude on a globe and explain why these are important. They can identify the position of the Tropics of Cancer and Capricorn and their significance. They are also able to Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons. They can identify the position and significance of both the Arctic and Antarctic Circle

	shows. They can ask and answer simple questions about data. Fieldwork Lesson 5 involves a visit to a coastal town or a town/ village that attracts visitors. (To be decided.)	explain how humans can impact the environment both positively and negatively. Children use atlases, maps, globes and digital mapping to describe and explain physical and human features. Children recognise an increasing range of Ordnance Survey symbols on maps and can use six-figure grid references. Children can select a map for a specific purpose and use them to talk about contours and slopes. Children can make sketch maps of areas studied including labels and keys where necessary. They can design and conduct interviews/questionnaires to collect qualitative data. Children decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when	Children can describe how and why humans have responded in different ways to their local environments. They can discuss climates and their impact on trade, land use and settlement. Children are able to explain what measures humans have taken in order to adapt to survive in cold places. Children can explain how people who live in a contrasting physical area may have different lives to people in the UK. Children know where some volcanoes, earthquakes and mountains are located. Children understand types of settlement and land use and can explain why different locations have different human features. They decide why people might prefer to live in an urban or rural place.	Children can describe how and why humans have responded in different ways to their local environments. They can discuss climates and their impact on trade, land use and settlement. Children are able to explain what measures humans have taken in order to adapt to survive in cold places. Children can explain how people who live in a contrasting physical area may have different lives to people in the UK. Children know where some volcanoes, earthquakes and mountains are located. Children understand types of settlement and land use and can explain why different locations have different human features. They decide why people might prefer to live in an urban or rural place. Children will use maps at more than one scale. They use atlases, maps, globes,

		communicating geographical information and are able to draw conclusions. Fieldwork **Lesson 6 involves fieldwork on the school grounds.**	Children will use maps at more than one scale. They use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries. They can use the scale bar on a map to estimate distances and can find countries and features of countries in an atlas using contents and index. Children can zoom in and out of a digital map and can accurately use 4-figure grid references to locate features on a map.They can use the 8 points of a compass and can make and use a simple route on a map. Fieldwork **Lesson 6 involves fieldwork on the school grounds.**	satellite images and beginning to use digital mapping to locate countries. They can use the scale bar on a map to estimate distances and can find countries and features of countries in an atlas using contents and index. Children can zoom in and out of a digital map and can accurately use 4-figure grid references to locate features on a map.They can use the 8 points of a compass and can make and use a simple route on a map. Fieldwork **Lesson 6 involves fieldwork on the school grounds.** .