



SARACENS
BELL LANE

Geograph y Curriculum

Key Stage 2
Curriculum Map

Philosophy

There are six underlying attributes at the heart of Saracens Bell Lane curriculum and lessons.


1. Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
2. Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.
3. Our flexible curriculum enables teachers to tailor content to other subjects in the curriculum and the current context.
4. Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
5. We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
6. Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

Units

KS2 Geography is formed of 15 units and this is the recommended sequence:

Unit	Title	Year	Number of Sessions
1	Mountains, Volcanoes and Earthquakes	3	7
2	Building Locational Knowledge: Europe	3	3
3	Water, Weather and Climate	3	6
4	Building Locational Knowledge: North America	3	3
5	Rivers	3	6
6	Building Locational Knowledge: United Kingdom	4	6
7	Migration	4	8
8	Building Locational Knowledge: Hemispheres and Tropics	4	3
9	Building Locational Knowledge: South America	4	8
Not on OAK	My local playground (fieldwork skills)	4	5
10	Natural Resources	5	6
11	Local Fieldwork	5	10
12	Biomes	5	10
13	Energy and Sustainability	5	10
14	Population	6	10
15	Globalisation	6	10

Unit 1 Mountains, Volcanoes and Earthquakes - Y3


Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
1	How can we use maps to identify mountains and volcanoes? Not on OAK just Lesson 1		<p>Mapwork skills</p> <p>Can confidently use compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world</p> <p>Can use letter and number coordinates to locate features on a map (does not have to be actual grid references but can use if want)</p>	Lesson ideas: use maps of Himalayas, Guatemala and Nepal (other countries covered in this unit) to locate mountains and volcanoes in those areas.	<p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>coordinates</p> <p>Himalayas</p> <p>mountains</p> <p>volcanoes</p>

2	What is the earth made of?	<ul style="list-style-type: none"> ● Examine the structure of the earth and what the earth is made of <p>Human and Physical:</p> <ul style="list-style-type: none"> ● Explore where volcanoes and earthquakes occur and why 		<p>What are the layers of the earth made of? What are tectonic plates?</p> <p>Why do earthquakes and volcanoes occur in certain places?</p>	<ul style="list-style-type: none"> ● Inner core ● Outer core ● Mantle ● Crust ● structure ● iron ● nickel ● molten ● magma ● granite ● basalt ● tectonic plates ● oceanic crust ● continental crust ● major/minor/micro
3	What are fold mountains?	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● Articulate what mountain ranges are ● Explain what fold mountains are ● Describe how fold mountains form 		<p>What are mountain ranges?</p> <p>Where are the mountain ranges in each continent?</p> <p>How are fold mountains formed?</p>	<ul style="list-style-type: none"> ● [continent names] ● ocean trenches ● collide ● Mount Everest ● Nepal ● Himalayas ● Rocky Mountains ● Andes ● Alps ● Eurasian ● Subduction ● Mariana trench

4	How are volcanoes made?	<u>Locational/ Human and Physical:</u> <ul style="list-style-type: none"> • Understand what volcanoes are • Examine how volcanoes vary • Explain what stratovolcanoes are 		<p>What is a volcano? What types of volcanoes are there? What are stratovolcanoes?</p>	<ul style="list-style-type: none"> • erupts • lava flow • ash deposits • vapour • vent • active • dormant • shield volcano • stratovolcano • magma chamber • crater • Mauna Kea • Vesuvius • cross section
5	How does an earthquake occur?	<u>Locational/ Human and Physical</u> <ul style="list-style-type: none"> • Grasp how tectonic plates move • Explain what an earthquake is • Investigate how an earthquake occurs 		<p>How do tectonic plates move? What is an earthquake? How does an earthquake occur?</p>	<ul style="list-style-type: none"> • convection current • molten rock • Moment Magnitude scale • fault line • focus • epicenter • San Andreas fault
6	What happens when a volcano erupts?	<u>Locational/ Human and Physical</u> <ul style="list-style-type: none"> • Investigate a volcanic eruption case study: Fuego (Understanding how some aspect have changed over time) • Volcano, Guatemala 		<p>What were the effects when Fuego volcano erupted in 2018? How did humans respond to the event? Why do some people choose to live near a volcano?</p>	<ul style="list-style-type: none"> • eruption • Fuego • Guatemala • explosivity index • evacuation • infrastructure • landslides • geothermal power plants • tourism

		2018: effects and responses <ul style="list-style-type: none"> • Explore why some people choose to live near a volcano 			<ul style="list-style-type: none"> • fertile soil
7	What happens when an earthquake occurs?	<ul style="list-style-type: none"> • Investigate an earthquake case study: Tohoku, Japan 2011: effects and responses • Explore what a tsunami is 		What were the effects when Tohoku volcano erupted in 2011? How did humans respond to the event? What is a tsunami?	<ul style="list-style-type: none"> • Tohoku • natural disaster • tsunami • flood
8	How can we protect against earthquakes?	<ul style="list-style-type: none"> • Examine the measures that cities across the world have taken to protect people and buildings from earthquakes. 		What measures can we take to	<ul style="list-style-type: none"> • harm-reduction • reinforced • Eccentrically braced steel frame • architect


[Unit 2 Building Locational Knowledge: Europe](#) - Y3

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		

1	What are the countries of Europe?	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Identify Europe on a world map • Identify the location of the United Kingdom • Explore other countries in Europe 	<p>Map work</p> <ul style="list-style-type: none"> • Can use a range of maps and images • Can locate countries and areas on a map mentioned in locational and place knowledge for Year 3. 	<p>Where can Europe be found on a map or globe?</p> <p>Where can the UK be found on a map or globe?</p> <p>Which seas can be found around the UK?</p>	<ul style="list-style-type: none"> • continent • Europe • Northern Europe • Western Europe • Southern Europe • Eastern Europe • North Sea • United Kingdom • Celtic Sea • English Channel • Flag
2	What are the physical features of Europe?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> • Identify the environmental regions of Europe. • Explore the physical features of two contrasting European regions. 	<p>Fieldwork:</p> <p>Making some links between observations in the local area and places they know. Using a camera, video or audio to gather appropriate data.</p>	<p>What are the environmental regions of Europe?</p> <p>What physical features can be compared within two regions?</p>	<ul style="list-style-type: none"> • Physical features • Mount Elbrus • Volga River • Danube River • Rhine River • Western Uplands • North European Plain • Central Uplands • Alpine Mountains / Alps • Black Sea

3	<p>What are some of Europe's most important human characteristics?</p>	<p>Locational/ Human and Physical</p> <ul style="list-style-type: none"> Identify Europe's major cities Explore where people in Europe live Identify where Europe's natural resources are located 	<p>Map work Can draw a simple map of a familiar short route using OS symbols</p>	<p>Where are Europe's major cities? Where does the population of Europe live? Where are Europe's natural resources located? What is the EU/Brexit?</p>	<ul style="list-style-type: none"> Human features Population Currency European union Euro trait Imports Exports Brexit pharmaceuticals
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Unit 3 Water, Weather and Climate - Y3


Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
1	<p>How can we collect data about the weather in our local area?</p> <p>To answer: How does rainfall in Hendon compare to Rainfall in _____?</p> <p>Continues across unit</p>		<p>Fieldwork Measuring accurately using a tally and standard units. Presenting data and findings simply using maps, graphs and digital technologies</p>		
2	<p>Where is Earth's water?</p> <p>Science link</p>	<ul style="list-style-type: none"> Review where Earth's water is found Articulate how water moves <p>Human and Physical:</p> <ul style="list-style-type: none"> Explain what the water 		<p>Where is Earth's water found? What are the key states of water? What</p>	<ul style="list-style-type: none"> Freshwater saline glaciers icecaps solid liquid

		cycle is		is the water cycle?	<ul style="list-style-type: none"> ● gas ● evaporation ● condensation ● precipitation ● runoff
3	What makes up the weather?	Locational/ Human and Physical <ul style="list-style-type: none"> ● Set out what the weather is made of ● Differentiate between weather and climate ● Read a weather forecast 		What is the weather made of? What is the difference between weather and climate? How can we read and understand a weather forecast?	<ul style="list-style-type: none"> ● Weather ● climate ● temperature ● humidity ● atmospheric pressure ● precipitation ● troposphere ● thermometer ● meteorologist
4	How do mountains help cause rain? The original Oak question is Why does it rain?	<ul style="list-style-type: none"> ● Explain what causes rain to form ● Review how mountains help cause rain ● Explore what a rain shadow is. 		What causes rain to form? How do mountains help cause rain? What is a rain shadow?	Re-cap directional lang from KS1: <ul style="list-style-type: none"> ● North ● South ● East ● West ● compass <hr/> <ul style="list-style-type: none"> ● precipitation convectonal ● frontal ● orographic
5	Why does the UK have wild weather?	<ul style="list-style-type: none"> ● Understand why the UK's weather can change daily. 	Links from KS1	Why does the weather of the UK	<ul style="list-style-type: none"> ● Air mass ● Weather ● Source ● Maritime

		<ul style="list-style-type: none"> • Articulate what an air mass is. • Examine how the characteristics of the air mass affect the weather. 		<p>change frequently?</p> <p>What is an air mass?</p> <p>How does an air mass affect the weather around the world?</p>	<ul style="list-style-type: none"> • Continental • Polar • Arctic • Tropical
6	<p>What are the reasons for seasons?</p> <p>Science link</p>	<ul style="list-style-type: none"> • Explain how the Sun sustains life on Earth • Review how the tilt of the Earth creates the seasons <p>Locational knowledge</p> <ul style="list-style-type: none"> • Explore how the seasons are different in the different hemispheres 		<p>How does the Sun sustain life on Earth?</p> <p>How does the tilt of the Earth create the seasons?</p> <p>Why and how are the seasons different in different hemispheres ?</p>	<ul style="list-style-type: none"> • Hemisphere • seasons • Sun • Earth • rotation • galaxy • Milky Way • solar radiation • orbit
7	<p>Why is the world's weather changing?</p>	<p>Human and Physical:</p> <ul style="list-style-type: none"> • Examine how climate differs in different parts of the world. • Explain the ways in which the weather differs. • Explore why the climate is changing. 		<p>How does climate differ in different parts of the world?</p> <p>How has the climate changed since the Ice Age?</p>	<ul style="list-style-type: none"> • Atmosphere • Pleistocene Epoch • Mesozoic Era • Climate change • Greenhouse gases • Deforestation • Farming • Fossil fuels

		<ul style="list-style-type: none"> Examine how climate change is affecting the Earth. 		<p>Why is the climate changing now?</p> <p>How does climate change affect the earth?</p>	
8	How does rainfall in Hendon compare to Rainfall in _____?		<p>Field work Reaching, with guidance, a conclusion to the teacher led fieldwork question.</p>		


Unit 4 Building Locational Knowledge: North America - Y3

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
1	<p>What are North America's countries and physical features?</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify North America on a world map Identify the different countries of North America Identify the environmental regions of North America <p>Human and Physical:</p>	<p>Map work Can draw sketch map with simple annotations showing human and physical features of the local area</p>	<p>Where in the world is North America? Which countries are in North America?</p> <p>What are the environmental regions of North America?</p> <p>How can we compare regions in North America?</p>	<ul style="list-style-type: none"> North America Mountainous West Great Plain Canadian Shield Eastern Region Caribbean islet topography Physical geography Human geography

		<ul style="list-style-type: none"> Explore the physical features of two contrasting North American regions 			
2	<p>What are some of North America's most important human characteristics?</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> Identify North America's major cities <p>Human and Physical:</p> <ul style="list-style-type: none"> Explore economic activity on the continent Identify where North America's natural resources are located 	<p>Map work</p> <p>Can draw sketch map with simple annotations showing human and physical features of the local area</p>	<p>What are the major cities in North America? What kind of economic activity takes place in North America?</p> <p>Where are North America's natural resources located?</p>	<ul style="list-style-type: none"> Human features Economic activity Agriculture Forestry Mining Crude oil Gas
3	<p>What is the climate like in parts of North America?</p>	<p>Human and Physical:</p> <ul style="list-style-type: none"> Explore the climate in two regions of North America Identify the physical and human impact of their climate 	<p>Fieldwork:</p> <ul style="list-style-type: none"> Ask questions of people or research material to gather information. Asking geographical questions about places and environments and expressing opinions about them. 	<p>What is the climate like in the Caribbean and Mountainous West regions?</p> <p>What is the impact of these climates on the physical geography and human life in these areas?</p>	<ul style="list-style-type: none"> climate Caribbean Mountainous West equator hurricanes arid frost damage


Unit 5 Rivers - Y3

Lesson:	North Star Question:	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		

					
1	Where are the world's rivers?	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ● Explain what a river is ● Identify where some of the world's rivers are ● Explore examples of famous rivers and why they are important 		<p>What is a river?</p> <p>What is the source/mouth of a river?</p> <p>Which is the longest river in Africa/ South/North America/ Europe?</p>	<ul style="list-style-type: none"> ● Mouth ● Source ● Meander ● Africa ● South America ● Europe ● North America
2	How do rivers shape the land?	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ● Explain the three river processes ● Describe the four types of erosion ● Describe the four types of transportation ● Explain what deposition is 	tectonic plates	<p>What are the three river processes?</p> <p>What is erosion?</p> <p>What is transportation?</p> <p>Where do rivers have most/least energy?</p>	<ul style="list-style-type: none"> ● Erosion ● Attrition ● Hydraulic action ● Abrasion ● Solution ● Transportation ● Suspension ● Traction ● Saltration
3	What landforms do rivers create? (Part 1)	<ul style="list-style-type: none"> ● Explain what a landform is ● Describe what V-shaped valleys and interlocking spurs are ● Explain how V-shaped valleys and interlocking spurs form 		<p>What are v-shaped valleys?</p> <p>What are interlocking spurs?</p>	<ul style="list-style-type: none"> ● Landform ● Tectonic plates ● Glaciers ● Deposition ● V-shaped ● Valley ● Interlocking spurs
4	What landforms do rivers create? (Part 2)	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Describe what a meander is ● Explain how a meander forms ● Explore how an oxbow lake forms 		<p>What is a meander?</p> <p>How does a meander form? How does an oxbow lake</p>	<ul style="list-style-type: none"> ● Meander ● Lateral erosion ● Middle course ● Sediment ● Oxbow lake ● Desposition

				form?	
5	Why are rivers important to people?	<p>Locational/Human and Physical:</p> <ul style="list-style-type: none"> • Explain why people like living near rivers • Explore why the Volga River is important for people • Explore why the Amazon River is important for people 		<p>Why do people like living near rivers?</p> <p>Why is the Volga river important for people?</p> <p>Why is the Amazon river important for people?</p>	<ul style="list-style-type: none"> • Volga River • Amazon River • Agriculture • Fertile • Fishing • Sturgeon • Caviar • Tourism
6	What happens when a river floods?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> • Explain what a flood is • List reasons why rivers flood • Describe how a flood bring positive and negative impact 		<p>What is a flood? Why do rivers flood?</p> <p>What positive and negative impacts does flooding have?</p>	<ul style="list-style-type: none"> • Flood • Banks • Rainfall • Snowmelt • Infiltration • Urbanisation • Impermeable • Deforestation


Unit 6 Building Locational Knowledge: United Kingdom - Y4

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
0	Diagnostic Assessment				

1	<p>What is the geography of my local area?</p> <p>NOT on Oak -just lesson 1</p>		<p>Map Skills</p> <p>Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</p>		
2	<p>What is the geography of Scotland?</p>	<p>Locational Knowledge and physical features:</p> <ul style="list-style-type: none"> • Locate Scotland on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Describe land use in Scotland 	<p>Mapwork</p> <p>Can use globes, atlases, photographic images and begin to use aerial photos and computer mapping</p> <p>Use oblique and aerial photos of areas or features and begin relate these to positions on a map</p>	<p>Where is Scotland?</p> <p>What are human and physical features? What is the geography of Scotland?</p> <p>How is land used in Scotland?</p> <p>Where is Edinburgh?</p> <p>How is the geography of Scotland similar or different to where you live?</p>	<ul style="list-style-type: none"> • Geography • Continent • Asia • Oceania • Africa • North America • South America • Europe • Antarctica • Scotland • Capital city • Edinburgh • Physical feature • Island
3	<p>What is the geography of Wales?</p>	<p>Locational Knowledge and physical features:</p> <ul style="list-style-type: none"> • Locate Wales on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics 	<p>Mapwork</p> <p>Can identify the eight point compass directions to follow and give directions to build knowledge of the UK and the wider world</p>	<p>What is the geography of Wales? Where is the UK?</p> <p>Where is Wales, where is Cardiff?</p> <p>What are physical geographical</p>	<ul style="list-style-type: none"> • Continent • Geography • Wales • United Kingdom • Physical feature • Human feature • Cardiff • Mt Snowdon

		<p>of the country</p> <ul style="list-style-type: none"> • Explore how land use and physical features are different to Scotland 		<p>features? What are human physical features?</p> <p>How is Cardiff similar / different to the place you live?</p> <p>What physical features and human features can we find in Wales and Cardiff?</p> <p>How are the physical features of Wales similar / different to where you live?</p> <p>How is land used in Wales?</p> <p>How is the geography of Wales similar / different to the geography of Scotland?</p>	<ul style="list-style-type: none"> • Coastal plains • Valley • Hills • Mountains • Coastline • Agriculture • National Park • Human settlements • Scotland
4	What is the geography of Northern Ireland?	<p><u>Locational Knowledge and physical features:</u></p> <ul style="list-style-type: none"> • Locate Northern Ireland on a map of the United Kingdom and identify cities and regions • Identify important physical characteristics of the country • Explore how land use and physical features are 		<p>Where is Northern Ireland</p> <p>Where is Belfast?</p> <p>What human and physical features can we find in Northern Ireland?</p> <p>How is the geography of Northern Ireland similar /</p>	<ul style="list-style-type: none"> • Northern Ireland; • Belfast; • Lakes • Rivers • Mountains • Hills • Coastline • Giant's Causeway • Urban • Rural


		different to Wales		different to where you live? How is land used in Northern Ireland? How is land used where you live?	
5	What is the geography of England?	<p>Locational Knowledge and physical features:</p> <ul style="list-style-type: none"> • Locate England on a map of the United Kingdom and identify cities and regions. • Identify important physical characteristics of the country. • Explore how land use and physical features are different to Northern Ireland. 	<p>Fieldwork: Making clear links and between observations in their local area and place studied.</p>	<p>Where is England and its capital city, London?</p> <p>What physical and human features of England can we find?</p> <p>How is the geography of England similar / different to the other countries in the UK that we have studied?</p> <p>How is land used in England?</p>	<ul style="list-style-type: none"> • England • Rivers • Mountains • coastline • Lakes • London • Tube • Underground • Monument • Buildings • agriculture • National Park • Human settlement
6	Assessment				

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
0	Diagnostic Assessment				
1	What is migration?	Human Geography (Links to Economic activity in the NC) <ul style="list-style-type: none"> Explain what migration is Set out where migrants go to and from Describe how migration affects us 		What is migration? What are the different types of migration? Where do migrants tend to go?	<ul style="list-style-type: none"> migration migrants emigrant immigrant
2	How do migrants vary?	Human Geography <ul style="list-style-type: none"> Articulate the different types of migration Explore the reasons why people migrate Describe what push and pull factors are 		What is a refugee? What is an economic migrant? What is the difference between a refugee migrant and an economic migrant? What push factors can influence a person to migrate? What pull factors make a country an appealing destination for migrants?	<ul style="list-style-type: none"> refugee economic migrant push factors pull factors
3	How does migration affect people and places?	Human Geography <ul style="list-style-type: none"> Explore the positive impacts of migration for the source and host countries Explore the 		What is a source country? What is a host country? What are the advantages of migration for the source and host country? What are the disadvantages of	<ul style="list-style-type: none"> migration source country host country advantages disadvantages

		<p>negative impacts of migration for the source and host countries</p> <ul style="list-style-type: none"> Examine how the UK has been affected by migration 		<p>migration for the source and host country?</p> <p>How has the UK been affected by migration?</p>	
4	What is economic migration?	<p>Human Geography</p> <ul style="list-style-type: none"> Articulate economic reasons for migration Explore how migration from Europe to the UK has mainly been for economic reasons Examine the impact of this type of migration 		<p>Who are economic migrants? What is the EU?</p> <p>What happened in 2004 with the EU? Why is Poland significant in the economic migration to the UK?</p>	<ul style="list-style-type: none"> economic migrant European Union (EU) seasonal jobs highly qualified jobs Poland push factor pull factor
5	What is a refugee?	<ul style="list-style-type: none"> Understand what a refugee is Explore why some people are refugees Investigate why many people have left their home in Syria 		<p>What is persecution?</p> <p>What is an asylum seeker?</p> <p>What is happening in Syria? What is a civil war?</p>	<ul style="list-style-type: none"> persecution asylum asylum seeker refugee civil war Syria
6	How will climate change affect migration?	<p>Human and physical Geography</p> <ul style="list-style-type: none"> Explain what climate change is and how the climate is changing Examine how climate change is creating 		<p>What is climate change?</p> <p>What is global warming?</p> <p>What are climate refugees?</p>	<ul style="list-style-type: none"> climate change drought Bangladesh climate refugee Sahara Desert Sea level North Africa


		climate refugees			
7	Assessment	<ul style="list-style-type: none"> • Revision • Kahoot Quiz 			

[Unit 8 Building Locational Knowledge: Hemispheres and Tropics](#) - Y4

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	What are the hemispheres?	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Locate the Northern and Southern hemispheres on a globe & explore countries in each one • Describe the significance and importance of the equator & explore countries that the equator goes through • Identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK 		<p>What is a hemisphere?</p> <p>What are the hemispheres / where are they?</p> <p>What continents are in the Northern and Southern hemispheres?</p> <p>Which continents does the Equator pass through?</p> <p>What are longitude and latitude? What are the Tropics of Cancer and Capricorn?</p>	<ul style="list-style-type: none"> • Hemisphere • Equator • Continents • North • South • West • East • Longitude • Latitude • Cancer • Capricorn • Tropics

2	What time is it in different countries?	<p>Locational knowledge</p> <ul style="list-style-type: none"> Review why the time is different in different countries Explain the significance of the Greenwich Meridian and the date-line Review time zones around the world and the implications of this for human activity 		<p>What is a time zone?</p> <p>Why is there a time difference between different countries?</p> <p>What is a meridian and why is it important? What is a date line?</p> <p>What implications are there for human activity?</p>	<ul style="list-style-type: none"> Time zone Meridian Prime Meridian Date line Axis Rotation Greenwich North Pole East West Ahead Behind Northern Hemisphere Southern Hemisphere Eastern Hemisphere Western Hemisphere South Pole
3	What is the geography of the Arctic and Antarctic?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Explore the differences and similarities between the Arctic and Antarctic Review the natural resources and human activity on each one 		<p>What are the differences and similarities between the Arctic and Antarctic?</p> <p>What natural resources exist on each one?</p>	<ul style="list-style-type: none"> Arctic Antarctic

Unit 10 Building Locational Knowledge: South America - Y4


Lesson:	North Star Question:	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
0	Diagnostic Assessment				

<p>1</p>	<p>Which countries are in South America? What physical features can we find in South America?</p>	<p>Map work</p> <ul style="list-style-type: none"> Identify South America on a world map Identify the different countries of South America Identify the environmental regions of South America <p>Place knowledge</p> <ul style="list-style-type: none"> Explore the physical features of two contrasting South American regions 	<p>Map work: Can locate countries, areas and their features studied so far in locational knowledge for Year 4. (Continuous throughout unit)</p>	<p>Is South America a country or a continent? Where is South America? What countries are in South America? What is the difference between physical and human features? What is the difference between a physical and an administrative map? How can we compare the physical features in South America with the ones in our close environment?</p>	<ul style="list-style-type: none"> continent physical feature human feature administrative/political map physical map landscape rainforest
<p>2</p>	<p>What are some of South America's most important human features?</p>	<p>Place/ Human Geograpy</p> <ul style="list-style-type: none"> Identify South America's major cities. Identify where North America's natural resources are located 		<p>What are the capital cities of countries in South America? Which different human features can we find on the continent of South America? Can you name the human features of different capital cities in South America? How is London similar or different to the capital cities from South America?</p>	<ul style="list-style-type: none"> capital Cities human features Monument museums City hall parliament cathedral mosque temple stadium cable car

3	<p>What are South America's most important economic features?</p>	<p>Human and Physical:</p> <ul style="list-style-type: none"> • Explore economic activity on the continent 	<p>Map work</p> <p>Can locate countries, areas and their features studied so far in locational knowledge for Year 4.</p>	<p>What does economic activity mean?</p> <p>Can you name different economic activities in different countries in South America?</p> <p>Can you name different economic activities in different countries in the UK?</p> <p>How do you think the economic activities of the UK is different to that of South America?</p>	<ul style="list-style-type: none"> • economic • economy • economic activity • resource • agriculture • oil reserve • forestry • Fishing • Mining
4	<p>What is the geography of Chile?</p>	<p>Human and Physical:</p> <ul style="list-style-type: none"> • Name physical and human features of Chile • Explain how Chile accesses natural resources and the impact on its people 	<p>Map work:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>What are the physical features of Chile? What are the human features of Chile?</p> <p>Can you use Google earth and search for the landmarks and locate them on the blank map?</p> <p>What are the similarities and differences between the UK and Chile's physical and human features?</p>	<ul style="list-style-type: none"> • Chile • Physical features • Human features • population • diverse • Santiago • Similarities • Differences • Landscape • Mountain ranges • Volcanoes • Deserts • Lakes • Border • Main language • Capital city

5	How are Chile and the UK similar and different?	<p>Place knowledge</p> <ul style="list-style-type: none"> Name differences and similarities in physical features between Chile and the UK <p>Human Geography:</p> <ul style="list-style-type: none"> Explain how economic activities and land use vary within and across the two countries 		<p>What are the differences and similarities in physical features between Chile and the UK?</p> <p>How are human geographical features similar and different between Chile and the UK?</p> <p>How are natural resources similar or different?</p>	<ul style="list-style-type: none"> Chile Physical features Human features Population Main language Capital city Santiago London Climate Desert Rainfall Natural resources Similarities Differences Precious metals Coal Oil Gas Crops Natural gas reserves Limestone Iron ore Mining
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My local playground - Y4 (Not on Oak Academy) - Fieldwork and Map work skills`

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	Can I draw a map of the route to the park?		<p>Fieldwork:</p> <ul style="list-style-type: none"> Beginning to form and ask questions, using geographical vocabulary, to gather 	..	

			<p>the opinions of views of others or question resources used.</p> <p>Map work</p> <ul style="list-style-type: none"> Can draw an accurate map of a short route using OS symbol use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		
2	What is our local park used for?		<p>Fieldwork:</p> <ul style="list-style-type: none"> Measuring and recording information using a variety of methods including digital technologies or simple equipment. 		
3	How do Geographers use data collection methods?		<p>Fieldwork:</p> <ul style="list-style-type: none"> Describing the benefits and limitations of their data collection methods 		
4	How do Geographers present data to form conclusions?		<p>Fieldwork:</p> <ul style="list-style-type: none"> Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route 		

			from question to conclusion.		
5	How do Geographers form conclusions?		Fieldwork: <ul style="list-style-type: none">• Expressing their different opinions relating to issues and realising others may think differently. Reaching a simply explained child led conclusion to the teacher led fieldwork question or prediction		


Unit 9 Natural Resources - Y5

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	What are the world's natural resources?	Physical Geography <ul style="list-style-type: none"> ● Explain what natural resources are ● Review what the world's most important natural resources are ● Examine which countries have the most natural resources 		Why might Natural resources run out? What are Natural resources used for? Where can they be found? Which countries have the biggest reserves?	<ul style="list-style-type: none"> ● Natural Resources ● Exhaustible ● Renewable ● Cobalt ● Coltan ● Fossil Fuels ● Uranium ● Phosphorite ● Agriculture ● Mining ● Coal Reserves
2	How has the use of natural resources changed?	<ul style="list-style-type: none"> ● Set out how the world's population has changed over time ● Explore how the use of natural resources has increased ● Examine why the use of natural resources has increased 		Why has the World's population increased so much? What factors have allowed for an increase in the human population? What are 3 effects of population increase?	<ul style="list-style-type: none"> ● Population ● Human overpopulation ● Consumption ● Projection ● Manufacturing ● Construction ● Energy ● Economy ● Society ● Exhaustible ● Mortality ● Agricultural productivity ● Industrial Revolution ● Deforestation ● Desertification

					<ul style="list-style-type: none"> ● Extinction ● Greenhouse gas ● Global Warming ● Ozone Depletion ● Soil erosion ● Montreal Protocol
3	What resources does Chile have?	<ul style="list-style-type: none"> ● Review where Chile is located ● Investigate which natural resources Chile has ● Explore why Chile mines copper 		<p>Where is Chile? Which countries border Chile? What are Chile's physical features like? What resource did Chile want access to? Where was it found?</p> <p>Who won the War and what did they gain? Why would Bolivia need access to the Pacific Ocean?</p>	<ul style="list-style-type: none"> ● Natural resources ● Chile ● Copper ● Saltpeter (re) ● Atacama Desert ● Agriculture ● Fossil Fuels ● The War of the Pacific
4	What resources does the UK have?	<ul style="list-style-type: none"> ● Review which natural resources the UK has ● Understand how coal, oil and gas form 		<p>Where is the UK located? What is special about the UK's location? What are the UK's Natural Resources?</p>	<ul style="list-style-type: none"> ● Mining ● Coal ● Pressure ● Industrial Revolution

		<ul style="list-style-type: none"> ● Explain how to access fossil fuels 		Why have coal mines closed?	
5	How does resource exploitation cause problems?	<ul style="list-style-type: none"> ● Examine how using fossil fuels causes problems for the environment. ● Explore why mining is very dangerous. ● Review examples of dangerous mines. 		<p>Why is the UK's oil and gas production in decline?</p> <p>Why was iron ore an important resource during the industrial revolution?</p>	<ul style="list-style-type: none"> ● Mining ● Coal ● Pressure ● Industrial Revolution
6	What is the circular economy?	<ul style="list-style-type: none"> ● Describe how humans throw away a lot of materials ● Explain the difference between a linear economy and a circular economy ● Examine how the circular economy will benefit people and the place 		<p>Can you name three types of jobs related to the primary sector of the economy?</p> <p>Why are so few people employed in the Primary or Secondary sector?</p> <p>What is a circular economy?</p> <p>What is a linear economy?</p> <p>Why is a linear economy inefficient?</p> <p>In what way is a circular economy more efficient than a linear economy?</p> <p>In what way does the circular economy seek to change consumer attitudes?</p>	<ul style="list-style-type: none"> ● Economy ● Circular Economy ● Linear Economy ● Recycling ● Environment ● Primary Sector ● Secondary Sector ● Tertiary Sector ● Market economy ● Collaborative consumption

Unit 11 Local Fieldwork - Y5 (Knowledge Organiser linked)


Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	Why do geographers do fieldwork?	Fieldwork: <ul style="list-style-type: none"> Explore what fieldwork is Examine why geographers do fieldwork Describe what sort of fieldwork geographers do 		What is fieldwork? Why do geographers do fieldwork? What sort of fieldwork do geographers do? If you could go anywhere in the world to do fieldwork, where would you go - and why?	<ul style="list-style-type: none"> Fieldwork Enquiry Analysing Knowledge Climate change Biodiversity
2	What enquiries are geographers currently doing?	Fieldwork: <ul style="list-style-type: none"> Explore how they are using fieldwork and which tools they use 		What fieldwork has _____ been conducting? What tools has _____ been using in her fieldwork?	<ul style="list-style-type: none"> Social Geographer Tools: <ul style="list-style-type: none"> Interview First hand information In-depth views
3	Tools of fieldwork: maps	Map work <ul style="list-style-type: none"> Why maps are important How maps are used How to use four and six	Map work: <ul style="list-style-type: none"> Can accurately use four figure grid references on an OS map and begin to use six-figure grid references 	Why do we use maps? What are four figure grid references? What are six figure grid references? Which reference gives you a	<ul style="list-style-type: none"> Topographic maps Street maps Political maps Thematic Maps Climatic Maps

		<ul style="list-style-type: none"> figure grid references 		more precise location?	
4	Can I create a sketch map of roads in my community?	Geographical skills and fieldwork: <ul style="list-style-type: none"> Model the process for creating a sketch map of the local community Option to go for a walk or use a satellite image Invite pupils to add annotations and symbols to their maps 	Map work: <ul style="list-style-type: none"> Can draw a sketch maps using OS symbols and a key Can draw a sketch maps including relevant human/ physical features and detailed annotations of an area studied. 	<p>What is a sketch map?</p> <p>How do you create a sketch map? Why is the key/ direction important?</p>	<ul style="list-style-type: none"> Birds eye view Horizontal Frame Title Key Direction
5	Tools of fieldwork: surveys and questionnaires	Geographical skills and fieldwork: <ul style="list-style-type: none"> What a field sketch is 	Map work: <ul style="list-style-type: none"> Simply justifying data collection methods. Why geographers do surveys and questionnaires How these tools help geographers 	<p>What is a survey?</p> <p>What is a questionnaire?</p> <p>When do you use questionnaires and surveys?</p>	<ul style="list-style-type: none"> Questions Questionnaire Survey
6	Fieldwork: can I create a field sketch of my community?	Geographical skills and fieldwork: <ul style="list-style-type: none"> Create a field sketch in the local area 	Fieldwork Making some links between observations in the local area and places in the wider world.	<p>What is a field sketch?</p> <p>How do I produce a field sketch?</p>	<ul style="list-style-type: none"> OASIS = Orientation, Annotations, Scale, Information, Sketch

7	How do geographers develop an enquiry question?	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Understand the study?process for identifying a question you want to answer • Model the process for identifying a question - around car and public transport use in your community 	<p>Fieldwork:</p> <ul style="list-style-type: none"> • Devising and asking their own relevant questions (with guidance), using geographical vocabulary, to gather data to answer child led enquiry questions. 	<p>What is an enquiry question? What kind of enquiry questions do geographers ask?</p> <p>What enquiry question will you use for your fieldwork s</p>	<ul style="list-style-type: none"> • Human Features • Physical features
8	Fieldwork: Can I collect data about road use in my community?	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Review how to safely collect fieldwork data • Collect data about road use from home or locally 	<p>Fieldwork:</p> <ul style="list-style-type: none"> • Measuring human and/or physical features in the local area using a range of appropriate instruments and methods. 	<p>How can you collect data about road use in my community?</p> <p>What method will you use to collect the data?</p> <p>How do you stay safe when conducting fieldwork?</p> <p>(pupil's own enquiry question)</p>	<ul style="list-style-type: none"> • Potential hazards • Survey • questionnaire
9	How do geographers present their data?	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Explore why data presentation is important • Reflect on how data can be presented • Present your data 	<p>Fieldwork:</p> <ul style="list-style-type: none"> • Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion 	<p>Why is data representation important? How can I present my data?</p>	<ul style="list-style-type: none"> • Conclusions • Patterns • Bar graph • Line graph • Pie Chart • axis

10	What do geographers do with their data?	Geographical skills and fieldwork: <ul style="list-style-type: none">● Draft the analysis and conclusion of the fieldwork● Answer the enquiry question	Fieldwork: <ul style="list-style-type: none">● Reaching a described and explained conclusion to the fieldwork question or prediction.	How do geographers use their fieldwork data? What conclusions can you draw from my data?	<ul style="list-style-type: none">● Analyse● Conclusion
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Unit 12 Biomes - Y5 (Knowledge Organiser linked)


Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	What are the Earth's biomes?	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Explore the world's many different biomes Understand that biomes are large ecosystems Explore how biomes have distinct climatic conditions, flora and fauna 	<p>Map skills:</p> <ul style="list-style-type: none"> Can confidently use atlases, maps, globes and digital maps when needed for a variety of purposes Can locate countries and areas mentioned in the locational knowledge section for Year 5 Throughout the unit 	<p>What is a biome? How many major biomes are there? How does climate impact a biome?</p>	<ul style="list-style-type: none"> Flora Fauna Climate Land Ecosystem Aquatic Deciduous Tropical Rainforest Temperate Deciduous Forest Coniferous Forest Tundra permafrost Grasslands Desert Convection currents Dense
2	Where are the Earth's biomes?	<p>Physical Geography/Locational knowledge:</p> <ul style="list-style-type: none"> Review the location of different biomes Examine which biomes occur at different latitudes Explore which continents are most 	<p>Map skills:</p> <ul style="list-style-type: none"> Can confidently use atlases, maps, globes and digital maps when needed for a variety of purposes Can locate countries and areas mentioned in the locational knowledge section 	<p>What is a biome? Where do biomes occur in the world?</p>	<ul style="list-style-type: none"> Continents: Asia, Africa, North and South America, Europe, Asia, Oceania Antarctica Equator biome

		<p>diverse in terms of biomes</p> <ul style="list-style-type: none"> Examine countries with particularly diverse biomes in them 	<p>for Year 5 Throughout the unit</p>		
3	<p>What affects an ecosystem?</p>	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight Explore how human activity affects an ecosystem 		<p>What factors can affect a biome and how?</p>	<ul style="list-style-type: none"> Temperature Precipitation Climatic factors Biome Distribution Elevation Atmosphere Ocean currents Physical factor Marine organisms Polar regions Extracting resources Overfish waste
4	<p>What is the tundra?</p>	<p>Geographical skills and Locational Knowledge:</p> <ul style="list-style-type: none"> Identify the characteristics of the tundra Review where the tundra is found Explore the flora and fauna that inhabit this biome 		<p>Where can we find the tundra? What are the features of the tundra</p> <p>What flora and fauna can be found in the tundra?</p> <p>Where do biomes occur in the world?</p> <p>Why does so little flora grow in the tundra?</p>	<ul style="list-style-type: none"> tundra Continents Equator Distributed Permafrost Below freezing Flora Low diversity Photosynthesis Fauna camouflage

5	What is the taiga?	<p>Geographical skills and Locational Knowledge:</p> <ul style="list-style-type: none"> ● Identify the characteristics of the taiga ● Examine where the taiga is found ● Explore the flora and fauna that inhabit this biome 		<p>Where can we find the taiga? What are the features of the taiga?</p> <p>What flora and fauna can be found in the taiga?</p>	<ul style="list-style-type: none"> ● Taiga ● Continents ● Equator ● Terrestrial ● Precipitation ● Evergreen ● Ash ● Fertile ● Conifer tree ● Wind resistance ● Retain ● Fauna ● Hibernate ● Dormant ● prey
6	What are the grasslands?	<p>Geographical skills and Locational Knowledge:</p> <ul style="list-style-type: none"> ● Identify the characteristics of the savannah ● Examine where the savanna is found ● Explore the flora and fauna that inhabit this biome 		<p>Where can we find the grasslands? What are the features of the grasslands?</p> <p>What flora and fauna can be found in the grasslands?</p> <p>Why are there so few trees in the grasslands?</p>	<ul style="list-style-type: none"> ● Continents ● Grasslands ● Low diversity ● Species ● flora ● fauna
7	How are biomes being damaged?	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ● Explore how biomes are threatened by 		<p>What is global warming?</p> <p>How are biomes threatened by climate change?</p> <p>How are biomes threatened by human activity?</p>	<ul style="list-style-type: none"> ● greenhouse effect ● Atmosphere ● Gases ● Climate change ● global/regional

		<p>climate change</p> <ul style="list-style-type: none"> Examine how biomes are threatened by human activity Predict what the future might hold for Earth's biomes 			<ul style="list-style-type: none"> Evolution Desertification Polar ice caps Coastal regions Abandon Sea-levels Tundra Savanna Taiga Rainforest desert
8	How are biomes being protected and preserved?	<ul style="list-style-type: none"> Explore different ways that biomes are being protected and preserved Review the local, national and international solutions that are most successful Examine how more sophisticated understanding of land use is promoting conservation 		<p>What is conservation?</p>	<ul style="list-style-type: none"> Habitat conservation Wildlife conservation Species Extinction Terrestrial Biodiversity Carbon dioxide Acres Deforestation Carbon offsetting
9	Are biomes all equally fragile? (Part 1)	<ul style="list-style-type: none"> Review what has been learnt about different biomes and 		<p>Which type of biome is most at risk?</p>	<ul style="list-style-type: none"> Tropical rainforest Temperate deciduous forest

		review their relative fragility			<ul style="list-style-type: none"> ● Coniferous forest (taiga) ● Biome fragility ● Pastoral farming ● Deforestation ● Arable farming ● Logging ● Mining ● Hydroelectric power ● Carbon emissions
10	Are biomes all equally fragile? (Part 2)	<ul style="list-style-type: none"> ● Draft an extended response that effectively answers these questions 			<ul style="list-style-type: none"> ● Tundra ● Grasslands (savanna) ● Desert ● Overfishing ● Marine debris ● Toxic contaminants ● Vegetation ● Arable ● Pastoral ● Unbalanced ecosystems ● poaching ● Water depletion

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions):	Key Vocabulary:
		Substantive	Disciplinary		
1	What is sustainability?	Human Geography: <ul style="list-style-type: none"> Explore what sustainability is Review examples of sustainable and unsustainable practice Examine how Tesla's new technology is promoting sustainability 		What is sustainability? What are factors that are putting pressure on the environment? Why is paper more sustainable than plastic? Why are electric cars more sustainable than petrol/diesel cars?	<ul style="list-style-type: none"> Sustainability Poverty Environment Economy Resources Development
2	How do we produce energy? (Part 1)	Human Geography: <ul style="list-style-type: none"> Non-renewable and renewable energy and consider the pros and cons of fossil fuels. 	<ul style="list-style-type: none"> How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power our world. 	What objects are powered by wind? How has steam been used to create energy? What have humans used to create power? Why is renewable energy more sustainable?	<ul style="list-style-type: none"> Fossil fuels Energy Power Non-renewable energy Renewable energy
3	How do we produce energy? (Part 2)	<ul style="list-style-type: none"> Interpreting data about energy production in different countries. 	<ul style="list-style-type: none"> Using this data to plot information on a bar graph. 	What percentage of _____'s energy is produced by fossil fuels? How is energy produced?	<ul style="list-style-type: none"> Percentage Bar graph Range Mean Average


		<ul style="list-style-type: none"> • How renewable energy is produced. 			
4	What is special about Curitiba?	<p>Human Geography:</p> <ul style="list-style-type: none"> • Understand why Curitiba introduced new city plans • Investigate how Curitiba has become more sustainable • Analyse what is unusual about Curitiba 	<p>Map work:</p> <ul style="list-style-type: none"> • Locate Curitiba on a world map 	<p>What are the impacts of population growth? What changes were made to Curitiba? How did the changes help to make the city a greener place?</p>	<ul style="list-style-type: none"> • Curitiba • Bi-articulated bus • Sustainable • Pedestrian • Design • Innovative
5	How did Freiburg become more sustainable?	<p>Human Geography:</p> <ul style="list-style-type: none"> • Articulate how Freiburg is sustainable • Review what is special about Freiburg 	<p>Map work:</p> <ul style="list-style-type: none"> • Understand where Freiburg is 	<p>Where is Freiburg? How is the stadium powered? How do the people of Freiburg live more sustainable lives</p> <p>What are the environmentally sustainable features of Freiburg?</p> <p>What are the positive impacts of being more sustainable?</p>	<ul style="list-style-type: none"> • Freiburg • mining • Economy • People

6	<p>How will we produce and use energy differently in the future?</p>	<p>Human Geography:</p> <ul style="list-style-type: none"> • Energy security and the need to shift to renewable, sustainable forms of energy. • Energy security strategies and innovative approaches to energy production. 		<p>What is energy security? What are interconnectors ?</p> <p>What are the different energy Security Strategies?</p>	<ul style="list-style-type: none"> • Energy security • Interconnectors • Energy consumption
7	<p>How sustainable is my community?</p>	<p>Place knowledge and Human Geography:</p> <ul style="list-style-type: none"> • Explore how well UK communities measure up to the example of Curitiba and Freiburg • Review the access to public transport, access to green space and commitment to recycling of a UK community 		<p>Why does our waste get moved abroad? Why should Londoners recycle more?</p> <p>Why do our recycling schemes not have as much impact as Freiburg and Curitiba?</p>	<ul style="list-style-type: none"> • Population • Boroughs • Transport • Waste • Recycling • Premature deaths • Air pollution • Congestion Charge • ULEZ Zone • Electric/ bi-articulated buses • Local community

8	Fieldwork: How sustainable is my community?	Human Geography: <ul style="list-style-type: none"> Examine pupils' own community in terms of access to public transport: time to walk to the nearest public transport and time to access schools / shops & other amenities; green space & recycling 		<p>What is my local community? What are our local transport links?</p> <p>How does recycling and waste collection work in my area?</p> <p>How could you live more sustainably?</p>	<ul style="list-style-type: none"> Population Boroughs Transport Waste Recycling Premature deaths Air pollution Congestion Charge ULEZ Zone Electric/ bi-articulated buses Local community
9	Plan a letter with recommendations for greater sustainability to my local MP	<ul style="list-style-type: none"> Use the findings from the fieldwork and the examples of Curitiba and Freiburg to plan a letter to the local council making suggestions for how the community could be more sustainable. 		<p>What are the features of a persuasive letter?</p> <p>What is the purpose of this letter?</p> <p>Why is sustainability such an important issue?</p> <p>What job does an MP do?</p> <p>What can you learn from green cities? What recommendation would you give to your MP?</p>	<ul style="list-style-type: none"> Symbols Transport Links Member of Parliament Case Study Persuasive
10	Write a letter with recommendations for greater sustainability to my local council	<ul style="list-style-type: none"> Identify the right authority figure to write to Draft a letter or email incorporating 		<p>What are the features of a persuasive letter?</p> <p>What is the purpose of this letter?</p> <p>Why is sustainability such an</p>	<ul style="list-style-type: none"> Member of Parliament Case Study Persuasive Action

		research and the case studies recommending actions to be taken to improve sustainability of the community		important issue? What job does an MP do? What can you learn from green cities? What recommendation would you give to your MP?	
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Unit 14 Population - Y6

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	Where are all the people?	Human and Physical Geography: <ul style="list-style-type: none"> Understand how many people live on the planet Explore where people are distributed globally Examine how the global population has changed in size and distribution 	Map work <ul style="list-style-type: none"> Can locate countries/ areas named in KS2 Fieldwork <ul style="list-style-type: none"> Making clearly explained links between observations in the local area and places the wider world to identify patterns. 	How are the people distributed around the world? What does Sparsely/ Densely populated mean? What can affect population density? Why are some cities sparsely populated? Why are some cities densely populated?	<ul style="list-style-type: none"> Population Sparsely populated Densely populated Growth rate Population density
2	Why does the population change?	Locational knowledge: <ul style="list-style-type: none"> Review why populations grow 	Map skills: <ul style="list-style-type: none"> Can draw a variety of maps, sketches and plans with accurate 	What factors contribute to the increase of birth/death rates? What factors contribute to the	<ul style="list-style-type: none"> Population Natural increase Natural decrease


		<ul style="list-style-type: none"> Identify reasons why death rates and birth rates change Reflect on how the UK's population has changed 	<p>symbols, keys and scale</p>	<p>decrease of birth/death rate?</p> <p>What can we do to increase the life expectancy of our country?</p>	<ul style="list-style-type: none"> Birth rate Growth rate Life expectancy
3	What is a population pyramid?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Explain what a population pyramid is Examine why population pyramids are useful Create a population pyramid 	<p>Field work:</p> <ul style="list-style-type: none"> Using a range of appropriate instruments and methods 	<p>What is a population pyramid?</p> <p>What information can I gather from a population pyramid?</p> <p>What consequences can an ageing/youthful population have in our society?</p>	<ul style="list-style-type: none"> Population pyramid. Age break Ageing population Youthful population Geographers
4	What challenges can an ageing population present? Move to lesson 8	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Articulate what an ageing population is Explore why an ageing population can present challenges Review examples of challenges 	<p>Field work:</p> <ul style="list-style-type: none"> Making clearly explained links between observations in the local area and places the wider world to identify patterns. 	<p>What do we mean by an ageing population? What factors contribute to an ageing population?</p> <p>What are the challenges an elderly person might face?</p> <p>What are the advantages and disadvantages of the increase of the ageing population?</p>	<ul style="list-style-type: none"> Ageing population. Advantages / Disadvantages Life expectancy Death / birth rate Retirement. Pension
5	What challenges can a growing population present?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Describe how increased population density creates challenges Examine why slums develop around rapidly growing cities Explore how life is Dharavi. 		<p>What do we understand by population density?</p> <p>What consequences a rapid increase of population might have on certain areas? What is a slum?</p> <p>What are the challenges people living in slums face?</p>	<ul style="list-style-type: none"> Population density Shanty Towns/ Slums Eviction Sanitation Infrastructure poverty

		<ul style="list-style-type: none"> ● Reflect on how pollution can become a serious challenge 			
6	What challenges do people face living in slums?	<p>Place knowledge:</p> <ul style="list-style-type: none"> ● Explore what challenges slum communities face ● Examine why life can be difficult in Rocinha. ● 	<p>Map work:</p> <ul style="list-style-type: none"> ● Can independently draw sketch maps with carefully chosen features and annotations showing human and physical features of an area studied. 	<p>What is a slum or shanty town? Why do you think people might find these terms offensive? What are the factors that contributed to the creation of slums? What are the positive and negative aspects of living in a Favela? What improvements can be made?</p>	<ul style="list-style-type: none"> ● Slums / Shanty Towns ● Informal settlement ● Urbanisation ● Migration ● Sanitation ● Crime ● Colonialism ● Mobility
7	How can we make sure there is enough food for everyone on Earth?	<p>Human Geography:</p> <ul style="list-style-type: none"> ● Articulate the global inequality in access to food ● Review the challenges of food production ● Review the challenges of food distribution ● Explore possible solutions to the problem 	<p>Map work:</p> <ul style="list-style-type: none"> ● Can independently use a range of maps, atlases, images, globes and digital mapping for a range of purposes. 	<p>How much food does the world produce? Is the distribution of food fair in the world? What are the challenges when distributing food around the world? What are the possible solutions for the lack of distribution and production of food?</p>	<ul style="list-style-type: none"> ● Nourish/ Undernourished ● Irrigation ● Farmer ● Distribution ● Food security/insecurity ● Production ● Hydroponics ● Aeroponics
8	How is the population distributed in the UK?	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ● Examine population density in the UK ● Analyse maps, satellite images 	<p>Fieldwork:</p> <ul style="list-style-type: none"> ● Devise and ask questions, using geographical vocabulary, to gather the relevant data needed to answer the child led 	<p>What are the 4 nations and their capital cities in the UK? Can I locate the 4 nations and their capital cities on a map? What is the difference between country and nation?</p>	<ul style="list-style-type: none"> ● Population density. ● High/Low density ● Nation ● Country

		<p>and photographs to explore population density</p> <ul style="list-style-type: none"> Sort examples in order of population density 	<p>enquiry question.</p> <ul style="list-style-type: none"> Accurately measuring human/ physical features 	<p>What is the population density in the UK? How has the population growth changed over the time in the UK?</p>	
9	<p>How is the population distributed in the UK? Research/ Draft essay (part 1)</p> <p>"A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 1)</p>	<ul style="list-style-type: none"> Recap the key points from each of the lessons that they have studied, and consider how to organise them to respond to this statement 	<p>Fieldwork</p> <ul style="list-style-type: none"> Making clearly explained links between observations in the local area and places the wider world to identify patterns. Justifying and evaluating data collection methods. 	<p>How am I going to organise my paragraphs? What conjunctions can I use to add/contrast information and show examples?</p> <p>What point am I going to write about first? What evidence can I use to support my point?</p> <p>What is the possible explanation?</p>	<ul style="list-style-type: none"> Population Sparsely populated Densely populated Growth rate Population density Natural increase Natural decrease Birth rate Death rate Life expectancy Population pyramid Age break Ageing population Youthful population Advantages / Disadvantages Retirement. Pension Shanty Towns/ Slums Eviction Sanitation Infrastructure Poverty Slums / Shanty Towns Informal settlement Urbanisation
10	<p>How is the population distributed in the UK? Write an Essay (part 2)</p> <p>"A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 2)</p>	<ul style="list-style-type: none"> Write an extended piece incorporating learning from the unit to provide a balanced argument about the key population challenges we are faced with 	<p>Fieldwork:</p> <ul style="list-style-type: none"> Independently presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. 	<p>How can I edit and up-level work?</p> <p>What strategies learned in English can I use to improve my writing?</p> <p>Have I included PEE?</p>	

					<ul style="list-style-type: none">● Migration● Sanitation● Crime● Colonialism● Mobility● Nourish/ Undernourished● Irrigation● Farmer● Distribution
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Unit 15 Globalisation - Y6

Lesson:	North Star Question: 	Pupils will:		Lesson questions (Just checking questions)	Key Vocabulary:
		Substantive	Disciplinary		
1	What is globalisation?	<ul style="list-style-type: none"> • Articulate what globalisation is • Examine when globalisation began • Explore why the development of transport has been important for globalisation 		<p>What is globalisation? When did globalisation begin? What are the different features of globalisation? What has helped globalisation? Why has transport been so important for globalisation? Who is Christopher Columbus?</p>	<ul style="list-style-type: none"> • Globalisation • Transport • Trade • Technology • Christopher Columbus • Steamships • Railroads
2	How has globalisation changed the way we communicate?	<ul style="list-style-type: none"> • Reflect on how communication has changed • Note that internet usage is not globally equal • Summarise the advantages and disadvantages of changing communication 		<p>How has the way we communicate changed? Is access to the internet equal? What are the effects of changing communication? What are the advantages and disadvantages of increasing internet usage?</p>	<ul style="list-style-type: none"> • Communication • Internet • Remote • Cyber- Criminals • Morse code
3	How does globalisation affect trade?	<p>Human and physical geography</p> <ul style="list-style-type: none"> • Understand what trade is • Explore how trade has changed 	Map work	<p>What is trade? What are the two key aspects of trade? What type of goods in your house are traded? How has globalisation affected trade? How does trade affect</p>	<ul style="list-style-type: none"> • Trade • Goods • Services • Import • Export • Factories

		<ul style="list-style-type: none"> Examine how trade can bring advantages and disadvantages to different people 		different people?	<ul style="list-style-type: none"> Connections
4	What does globalisation have to do with fashion?	<p>Human geography</p> <ul style="list-style-type: none"> Examine what 'fast fashion' is Investigate how the clothing industry has changed Review the positive and negative impacts of the globalised clothing industry 	<p>Map work:</p> <ul style="list-style-type: none"> To use maps to label where fashion industry is more popular. 	<p>What is fast fashion? How has the industry of clothing changed? What are the impacts of the globalised clothing industry?</p> <p>Where are our clothes produced today? What are the top producers of clothing? Why has globalisation caused problems in the clothing industry?</p>	<ul style="list-style-type: none"> Fast fashion Producers Industry Clothing Developing countries Import Quality Manufacture Secondhand clothing
5	Where were your clothes made?	<p>Human Geography:</p> <ul style="list-style-type: none"> Go through their clothes and create a list of where their clothes were made. Create a map setting out where clothes were made and how far they have travelled. Reflect on the impact of clothes travelling so far for the environment and people making them. 	<p>Map work:</p>	<p>Where were our clothes made? How far does our clothes travel?</p> <p>How is the fashion industry harming our environment?</p>	<ul style="list-style-type: none"> Manufacture Producers Carbon emissions Polyester Impact Connections Higher/ Lower Cost
6	What does globalisation have to do with food?	<p>Human geography</p> <ul style="list-style-type: none"> Explore which are 		What are the most powerful food companies?	<ul style="list-style-type: none"> TNC (transnational

		<p>the most powerful global food companies</p> <ul style="list-style-type: none"> Define a TNC Examine the positive and negative impacts of the globalised food industry 		<p>What makes it easier for companies to operate in so many countries around the world?</p> <p>What is a TNC?</p> <p>What are the impacts of the globalised food industry?</p>	<p>Corporation)</p> <ul style="list-style-type: none"> Brands Globalisation Technology Transport Companies Connections
7	Where does our food come from?	<p>Human geography</p> <ul style="list-style-type: none"> Go through the fridge and cupboard and create a list of where the food was produced (country) and by whom (country) Calculate the distance food has travelled and research whether that food is grown/produced in the UK 	<p>Map work:</p> <ul style="list-style-type: none"> Identify on a map where food comes from. 	<p>What are food miles?</p> <p>Why does our food come from so many countries?</p> <p>What are the effects of increasing food miles?</p>	<ul style="list-style-type: none"> Trade Import Export Food miles Climate Higher/ Lower Cost Production Carbon emissions Farming Agriculture
8	Where will globalisation lead us?		<p>Place and human geography</p> <ul style="list-style-type: none"> Examine the trends in inequality between countries Explore the ways in which globalisation has made the world better and worse Predict how these 	<p>What are global inequalities?</p> <p>What does the future hold for globalisation? Has globalisation made the world a better place?</p>	<ul style="list-style-type: none"> Inequalities Global Poverty Income Undernourished Trade Migration Technology Tourism

			are likely to continue in the coming years		
9	How globalised is your life?	<p>Human geography:</p> <ul style="list-style-type: none"> Keep a diary of activities which globalisation has impacted, including food eaten, people interacted with, shops visited, TV and music consumed 		<p>What is the impact of globalisation in our lives?</p> <p>Can I name examples of globalisation? Where would we be without technology? What features shall I include in my poster?</p>	<ul style="list-style-type: none"> Trade Fashion Migration Technology Music Food
10	What impact has globalisation had on your life?	<ul style="list-style-type: none"> Create a video post chronicling the impact of globalisation on their life incorporating what they have learnt through this unit 		<p>What impact has the globalised fashion industry in our lives?</p> <p>What do you think are the positive/ negative impacts of a globalised fashion industry?</p> <p>What impact has the globalised food industry in our lives?</p> <p>What do you think are the positive/ negative impacts of a globalised food industry?</p> <p>How has globalisation impacted our lives?</p>	<ul style="list-style-type: none"> Fast fashion Environmental impact Wages Developing countries Food Miles TNC (transnational Corporation) Connections Inequalities

More information

1. Coherence and flexibility

At key stage 2, geography will be offered as a discrete subject, organised into units that are normally ten lessons long. The number of units per year group will vary between 2 and 3, allowing for other foundation subjects in alternating half terms.

This means that teachers will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?).

Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate. The difficulty of the tasks is pitched at the suggested year group.

2. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. natural processes, place, scale, interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage students to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result. This curriculum contains a broad and varied selection of places although teachers can provide students with alternative examples, for instance those which they may have personal experience or knowledge.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues- or enquiry- based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle. Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.

Within certain units, a more place-focused approach to curriculum design has been taken where the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

3. Knowledge selection

Decisions about knowledge selection have been guided by:

1. powerful knowledge which underpins the subject, allowing pupils to gain a better understanding of both the discipline and the world.
2. commonly delivered units within the subject
3. the National Curriculum at Key Stages 1 and 2, alongside DfE guidance
4. high quality resources already available to us
5. consultation with secondary specialists to help backwards plan

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct students into the discipline of geography so that they can think and question like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the Key Stages so that as students move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith.

4. Inclusivity and ambition

We want Geography lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils can produce substantial pieces of work; for instance, an extended piece of writing at the end of some units. Our tasks are short and varied and embedded within the lesson videos. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good geographical writing.

5. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives our teachers will reveal the intrinsic value in learning about the ever changing world without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

6. How will pupils make progress?

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a Key Stage is a building block of the curriculum and its sequence is therefore flexible by design. Lessons within a unit follow the broad format of:

1. exposure to new concepts and ideas
2. consolidation of the concepts and ideas
3. exploring geographical issues related to the theme
4. application of the concepts and ideas (to a place or places).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all students, regardless of background or ability, will succeed in geography. The curriculum ensures that students acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows students to apply their knowledge and understanding and ask questions like geographers. From this base, students will be able to challenge and engage with future/alternative geographies beyond the curriculum.