

Geography Medium Term Plan

Year 1: Lytchett Locals

Year 1: Lytchett Locals					
<u>National Curriculum</u>			Concepts	Components	
			Location and Place	Locating Lytchett Matravers (identifying characteristics)	
			Human and physical features	Village, shop, school	
			Mapping	Make a simple plan of the school grounds with a simple key Use a simple map/ aerial photo to move around the school grounds and around the village Understand why maps need a key	
			Directional skills	Use locational and directional language (e.g. near & far/ left & right) to describe the location of features and routes	
			Fieldwork	Observe the geography of school and its grounds closely	
			Environment and sustainability		
			Settlement and land use	Understand settlements in Lytchett Matravers Understand land use in Lytchett Matravers	
			Weather and climate		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: understand what our local area is like	WALT: observe what my local area is like. describe where things are on a map	WALT: understand different types of housing in the local area	WALT:	WALT: name the types of jobs that people do in our local area	WALT: understand ways that we can change the local area. To ask questions

Year 1: Exploring Poole

Year 1: Exploring Poole			Concepts	Components
<u>National Curriculum</u>			Location and Place	Locate Poole Name, describe & compare characteristics of Poole and Lytchett Matravers (understand the similarities and differences) Name and locate the four countries of the UK

Vocabulary: ◇ Use basic geographical vocabulary to identify features (beach, sea, coast, cliff, city, town, village, port, harbour, shop) ◇ Human/ physical characteristics of Poole and Lytchett			Human and physical features	Types of housing in Lytchett and Poole Retail/ shops Understand the differences between countryside, town, city and village	
			Mapping	Make a simple plan of Lytchett Matravers with a simple key Create a tourist map of Poole Understand why maps need a key Use an aerial photograph of Poole to identify features Use a tourist map of Poole	
			Directional skills	Use locational and directional language (e.g. near & far/ left & right) to describe the location of features and routes	
			Fieldwork	Understand that land is used for different purposes Compare settlements between Lytchett Matravers and Poole Compare land use between Lytchett Matravers and Poole	
			Environment and sustainability		
			Settlement and land use		
			Weather and climate		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: Name and locate the four countries of the UK understand where Poole and Lytchett are in relation	WALT: understand what Poole is like observe what Poole is like.	WALT: describe where things are on a map Create a tourist map of Poole	WALT: understand different types of housing in the local area.	WALT: Port/ harbour	WALT: understand ways that we can change the local area

Year 1: Let's Go to the Beach		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	
	Human and physical features	

			Mapping		
			Directional skills	Use locational and directional language (e.g. near & far/ left & right) to describe the location of features and routes	
			Fieldwork	Understand that land is used for different purposes	
			Environment and sustainability	Pollution? - taking action	
			Settlement and land use	Understand different purposes of land use; leisure, tourism	
			Weather and climate		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: use key words to describe different places and environments. - use a map to find seaside locations.	WALT: use key words to describe seaside locations. -observe aerial photographs of seaside locations.	WALT: locate seaside resorts in the four countries of the UK. -understand what seaside holidays and resorts were like in the past and the present.	WALT: describe a seaside town in the UK. - describe places and routes on a map.	WALT: use a map to identify the main British islands. - understand the location of hot and cold islands in the world YEAR 2	WALT: visit a seaside resort. - use a map to follow the route around a seaside resort.

Year 2: The UK (4 countries)		
<u>National Curriculum</u>	Concepts	Components
Use basic geographical vocabulary to identify features Physical: Hills, mountains, forest, river, soil, vegetation Human: city, town	Location and Place	Name and locate capital cities of the UK Name, locate & identify characteristics and topographical features of the 4 countries of the UK Name and locate the seas surrounding the UK Understand similarities and differences through studying human and physical characteristics of the four countries of the UK
	Human and physical features	Start to recognise the key foods produced in the countries of the UK Begin to know the difference between human and physical features Understand how ports and airports are used in each city (trade) Compare the rivers in each city Similarities and differences in the culture of the cities

				Human and physical features of Belfast, Edinburgh, Cardiff and London	
			Mapping	Make a map of the four countries of the UK Use an atlas, map and aerial photos to locate the countries and capital cities of the UK Use tourist maps to compare cultural features of the capital cities of the UK Use an atlas to locate the seas around the UK Identify keys and symbols used in tourist maps Use and construct basic symbols in a key Use own key symbols to identify features on their own maps	
			Directional skills	Use and follow simple compass directions (North, East, South, West) Use locational and directional language (e.g. near & far/ left & right) Describe the location and relative position of features in relation to one another using simple compass directions	
			Fieldwork		
			Environment and sustainability		
			Settlement and land use	Describe what a settlement is Compare settlements between the four countries in the UK Compare land use between the four countries in the UK Describe the similarities and differences in how land is used in different capital cities in the UK	
			Weather and climate		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: understand the differences between a 'town' and the 'countryside'.	WALT: name the countries of the UK. - locate the UK using a map.	WALT: understand a journey line. - understand what an 'aerial view' shows.	WALT: identify key features of the countries of the UK. - observe aerial view photographs	WALT: name capital cities of the UK. - explain what London is like using key words.	WALT: compare capital cities in the UK

Year 2: Hot and Cold		
National Curriculum	Concepts	Components

Locational Knowledge ◇ develop knowledge about the world in relation to hot and cold places ◇ name and locate the world's seven continents and five oceans Place Knowledge ◇ develop knowledge about the world in relation to hot and cold places ◇ compare the weather between the UK and a hot/ cold place Human and Physical Features ◇ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ◇ use basic geographical vocabulary to refer to key physical features, including: climate zones, season and weather Geographical Skills and Fieldwork ◇ use world maps, atlases and globes to identify the countries, continents and oceans; ◇ devise a simple map showing climate zones; and use and construct basic symbols in a key			Location and Place	Name the 7 continents Name and locate the 5 oceans Understand the location of hot and cold areas of the world in relation to the Equator, the North & South Poles	
			Human and physical features	Begin to explore basic human and physical features of the world	
			Mapping	Use an atlas to locate the 5 oceans Use and construct basic symbols in a key; including weather symbols	
			Directional skills	Use and follow simple compass directions (North, East, South, West) Use locational and directional language (e.g. near & far/ left & right) Describe the location and relative position of features in relation to one another using simple compass directions	
			Fieldwork	Present findings; weather forecast Observe change over time daily Begin to select equipment from a limited range Make increasingly accurate measurements	
			Environment and sustainability	NA	
			Settlement and land use	NA	
			Weather and climate	Identify seasonal and daily weather patterns in the 4 countries of the UK Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand the dangers of weather	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: describe how the weather can affect us - understand what weather forecasts show. - use key words to describe the weather.	WALT: understand the dangers of weather	WALT: understand what hot and cold countries are like	WALT: understand what a cold area of the world is like - use map skills	WALT: locate continents, countries and oceans of the world accurately. - understand key features of the continents of the world	WALT: understand the location of hot and cold countries around the world

Year 2: China

National Curriculum	Concepts	Components
	Location and Place	Locate China and Beijing

				Understand similarities and differences through studying human and physical characteristics of London and Beijing	
			Human and physical features	Compare food production in the UK to rice farms in China	
			Mapping	Use an atlas to locate cities in China Identify keys and symbols used in tourist maps	
			Directional skills		
			Fieldwork		
			Environment and sustainability		
			Settlement and land use		
			Weather and climate	Compare the weather in Beijing and London	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: understand where China is in the world. - locate China on a world map	WALT: draw a simple map. - understand what life is like for people in China	WALT: compare what life is like in different countries (China and the UK)	WALT:	WALT: understand what Chinese culture is like	WALT: understand the different types of farming in China

Year 3: Capital Cities of the UK		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	Name and locate main cities of the UK identifying characteristics Name and locate topographical features (mountains, rivers, lakes) in regions of the UK
	Human and physical features	Understand the origins of food (from Farm to Fork) and their distribution across the UK
	Mapping	Make a street map of a city in the UK Use topographical maps to compare landscapes in the four countries Use OS maps to explore the mountains of the countries in the UK Use and interpret maps and atlases of the UK, with a focus on the main cities Use atlases to locate topographical features (mountains, rivers, lakes) in regions of the UK Identify landmarks on street maps of UK cities

				Understand the keys and symbols of an Ordnance Survey map Use 4-figure grid references	
			Directional skills	Create instructions using simple compass directions (North, East, South, West) Describe the location and relative position of features and cities in relation to one another using simple compass directions	
			Fieldwork	Make systematic and careful observations daily Use a range of equipment (thermometers and data loggers) Take accurate measurements (where appropriate) using standard units *MATHS LINK*	
			Environment and sustainability		
			Settlement and land use	Compare settlements between cities in the UK Compare land use between cities in the UK Understand what we mean by settlement and how land use influenced settlement Compare urban and rural settlements	
			Weather and climate	Understand how weather effects food production Understand how weather affects regional food produce	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:

Year 3: Africa

Year 3: Africa		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	Locate and name the 7 continents Name and locate topographical features (mountains, rivers, lakes) in regions of Africa Understand similarities and differences through studying the UK and Africa
	Human and physical features	Understand similarities and differences through studying the cities of UK and Africa Understand and describe key human and physical features of the UK, Europe and Africa

			Mapping	Use atlases to locate topographical features (mountains, rivers, lakes) in regions of Africa Use simple climatic maps to compare and contrast weather patterns in Africa and the UK Understand the keys and symbols of an Ordnance Survey map Use 4-figure grid references	
			Directional skills	Create instructions using simple compass directions (North, East, South, West) Describe the location and relative position of features and cities in relation to one another using simple compass directions	
			Fieldwork	Gather, record and classify information in a variety of ways to help in answering questions Present findings in a variety of tables, charts and graphs comparing the weather in the UK and Africa	
			Environment and sustainability		
			Settlement and land use	Understand what we mean by settlement and how land use influenced settlement Compare urban and rural settlements	
			Weather and climate	Explore how weather differs across different African countries Understand how weather effects food production Understand how weather affects regional food produce Desert/ savanna biome Temperate biome	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:

Year 3: Blue Planet

<u>National Curriculum</u>	Concepts	Components
	Location and Place	Local place and locations Oceans and seas
	Human and physical features	Trade

			Mapping		
			Directional skills		
			Fieldwork	Gather, record and classify information in a variety of ways to help in answering questions	
			Environment and sustainability	Wind turbines Describe the impact humans can have on the environment	
			Settlement and land use		
			Weather and climate	Types of weather Patterns - seasons Cause and effect	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:

Year 4: Europe		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	Identify where countries are within Europe Identify physical characteristics and key topographical features of the countries within Europe <i>Locate, name and recognise the 7 continents</i> <i>Name and locate the 5 oceans</i> Identify the position and significance of the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle Understand similarities and differences through studying the human and physical effects of weather and climate across Europe Identify human and physical geography characteristics of capital cities within Europe
	Human and physical features	Examine the reasons behind the origins of food and their distribution across Europe
	Mapping	Make a simple map on a grid of a route using a key with standard symbols

					Use and interpret maps and atlases of cities in Europe Use topographical maps to compare landscapes within Europe <i>Use an atlas to name and locate the 5 oceans</i> Use 6-figure grid references to locate landmarks on an Ordnance Survey map
				Directional skills	Describe the position of countries relative to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle
				Fieldwork	Take repeat readings
				Environment and sustainability	
				Settlement and land use	Compare settlements and land use between countries in Europe
				Weather and climate	Use simple climatic maps to compare and contrast weather patterns across Europe Understand how the weather and climate effects food production in Europe
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:

Year 4: Marvellous Mountains		
National Curriculum	Concepts	Components
Locational Knowledge ◇ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains), and land-use patterns Place Knowledge ◇ understand geographical similarities and differences through the study of human and physical geography of mountain ranges in the UK Human and Physical Features ◇ describe aspects of human and physical geography, including: <u>physical</u> : mountains, range, climate, valleys <u>human</u> : tourism, settlement and land use Geographical Skills and Fieldwork	Location and Place	Name and locate mountains in the UK and around Europe
	Human and physical features	Compare the human and physical characteristics of mountain environment of the UK and Europe Understand the features of mountains
	Mapping	Use atlases to locate topographical features (mountains) in the UK and Europe
	Directional skills	NA
	Fieldwork	Gather, record and classify in a variety of ways to help in answering refined questions Present findings in a short written report on mountains *ENGLISH LINK*
	Environment and sustainability	Explore what can be done to protect mountain environments

<ul style="list-style-type: none">◇ use maps atlases to locate countries and describe features mountains (contour lines, legends)◇ use fieldwork to observe and present the human and physical features in mountainous regions using a range of methods			Settlement and land use	Compare mountain and lowland settlements Explore the impact tourism has	
			Weather and climate	Explore how weather differs in mountains Understand how weather differs and changes in mountain environments	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:


Year 4: Rivers					
<u>National Curriculum</u>			Concepts	Components	
			Location and Place	Name and locate mountains and rivers around Europe	
			Human and physical features	Understand and describe key aspects of rivers Know how rivers erode, transport and deposit materials	
			Mapping	Use atlases to locate topographical features (rivers) the UK	
			Directional skills		
			Fieldwork	Gather, record and classify in a variety of ways to help in answering refined questions Present findings in a short written report on mountains and rivers *ENGLISH LINK*	
			Environment and sustainability	Explain how dams are used to create energy Describe the impact on people of the world's changing climate	
			Settlement and land use	Explain how land use in a particular area has changed throughout history ()	
			Weather and climate	Understand and describe the water cycle and its impact on the weather *DANCE/ SCIENCE LINK* Understand how severe weather can result in flooding	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: explain the water cycle. - locate the key rivers of the UK.	WALT: locate the key rivers of the world	WALT: describe the key features of a river system	WALT: describe the key features of a river system. use atlases and maps to identify the key features of a river system	WALT: describe the ways rivers are used	WALT: explain the impact of damming rivers

Year 5: Amazing Americas

National Curriculum	Concepts	Components
<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region within North or South America locate and discuss characteristics of a range of the world's most significant physical features, with a focus on the Natural Wonders of the World <p>Human and Physical Features</p> <ul style="list-style-type: none"> describe aspects of human and physical geography, including: <u>physical</u>: biomes, climate zones, Natural Wonders of the World, rivers, mountains <u>human</u>: settlement and land use, 7 Wonders of the World <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries in North and South America, and describe features studied use four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of North and South America <p>use fieldwork to observe the human and physical features of north and South America; sketch maps and graphs</p>	Location and Place	<p>Locate countries in North and South America; concentrating on environmental regions, key human and physical characteristics and major cities</p> <p><i>Identify the position and significance of longitude and latitude</i></p>
	Human and physical features	<p>Understand similarities and differences through studying the human and physical geography of a city in North and South America</p> <p>Understand key aspects of biomes and climate zones</p> <p>Explore and present findings about the natural wonders of the world</p>
	Mapping	<p>Sketch a map of an area in North or South America using OS symbols and a key</p> <p>Use and interpret map, globes, atlases and digital/ computer mapping to locate key features in North and South America</p> <p>Use an atlas to identify the position of countries in relation to lines of longitude and latitude to describe locations in North and South America</p>
	Directional skills	Describe the position of countries using lines of longitude and latitude
	Fieldwork	Observe and record information on the human and physical characteristics of North and South America using a range of methods; sketching maps, plans and graphs
	Environment and sustainability	NA
	Settlement and land use	<p>Compare settlements/ land use between North and South America</p> <p>Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human in habitants and changing needs</p>
	Weather and climate	Understand about weather patterns in North and South America and relate these to climate zones

				Identify the location of hot and cold areas of the world in relation the Equator, North and South Poles, and how climates changes across climate zones	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: identify lines of latitude and longitude. - use longitude and latitude to find places on maps, atlases and globes.	WALT: identify the countries of North and South America, and some capital cities	WALT: use geographical terminology to describe the location and characteristics of a range of places across the Americas	WALT: describe the climates and biomes of different regions across the Americas	WALT: identify similarities and differences in the human and physical geography of Lytchett Matravers and a region of North America	WALT: name and locations of the ancient and new wonders of the world. - <i>describe the characteristics and significance of a natural wonder of the Americas</i>

Year 5: Rainforests		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	Local place and locations Oceans and seas
	Human and physical features	Trade
	Mapping	Use atlases to identify biomes and climate zones across the world
	Directional skills	
	Fieldwork	Take measurements using a range of scientific/ geographic equipment with increasingly accuracy and precision, taking repeat readings where appropriate Use PowerPoint to present findings in a short presentation: deforestation *COMPUTING LINK*
	Environment and sustainability	Know about changes to the world environments over time Understand why people seek, manage and sustain their environment
	Settlement and land use	Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human in habitants and changing needs

			Weather and climate	Explore weather patterns around the rainforest	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: identify areas of the world containing rainforests. - use maps and atlases to locate rainforests	WALT: identify areas of the world containing rainforests. - describe the key aspects of a tropical climate.	WALT: describe the animals and plants living in the rainforest	WALT: describe the animals and plants living in the rainforest	WALT: compare the Amazon rainforest and 	WALT: explain the effects humans are having on the rainforest

Year 5: Changing Coasts					
<u>National Curriculum</u>			Concepts	Components	
			Location and Place	Name and locate coasts and biomes around the world	
			Human and physical features	Know about the physical features of coasts and begin to understand erosion and deposition	
			Mapping	Use aerial photographs to explore coasts around UK	
			Directional skills	Create directions of a walk from Lulworth Cove to Durdle Door	
			Fieldwork	Observe and record information on the human and physical characteristics of Lulworth Cove using a range of methods; sketching maps, plans and graphs	
			Environment and sustainability	Know about changes to the world environments over time Understand why people seek, manage and sustain their environment What does the future hold for our coasts?	
			Settlement and land use		
			Weather and climate	Understand how water and weather can change coastal landscapes	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT:

Year 6: Industrial Revolution

National Curriculum	Concepts	Components
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ◇ use maps to locate the world's countries with a focus on the UK and countries within the British Empire, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; ◇ identify the position and significance of the Prime/ Greenwich Meridian <p>Place Knowledge</p> <ul style="list-style-type: none"> ◇ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; ◇ understand how some of these aspects have changed over time <p>Human and Physical Features</p> <ul style="list-style-type: none"> ◇ describe an aspect of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> ◇ use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	Location and Place	Locating key locations of the Industrial Revolution and recapping cities of the UK. Identify and describe the significance of the Prime/ Greenwich Median
	Human and physical features	Hills, mountains, coasts and rivers Discussing the importance of river and exploring the history of trade during the Industrial Revolution, which led to the expansion of cities. Explore how the landscape changed throughout the time of the Industrial Revolution Explore how trade links have changed over time to ensure sustainability and be ethical
	Mapping	Maps, atlases, globes, digital/ computer mapping Review types of maps. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Names and locate key cities and rivers linked to the Industrial Revolution.
	Directional skills	Recognising patterns for movement during the Industrial Revolution
	Fieldwork	Present findings
	Environment and sustainability	Use of natural resources and the impact these have had on the environment
	Settlement and land use	Distribution of natural resources (energy, food, minerals and water)

				Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade	
			Weather and climate	NA	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: understand the main factors in the creation of industrial Britain and locate key locations	WALT: understand the effects that innovations in agriculture had on the Industrial Revolution	WALT: identify the importance of rivers in the Industrial Revolution and how canals were used	WALT: understand how the British landscape changed during the Industrial Revolution	WALT: explain the position and significance of the Prime Meridian - identify how the British Empire grew during the period of the Industrial Revolution	WALT: understand how trade and the British Empire helped to build the Industrial Revolution - explain how trading has changed through history.

Year 6: Trade and Economics		
National Curriculum	Concepts	Components
Locational Knowledge ◇ locate the world's countries, using maps to focus on countries that trade with the UK, concentrating on their environmental regions ◇ identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) Place Knowledge ◇ understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and El Salvador, and understand how link to trade Human and Physical Features ◇ describe an aspect of human geography, including: types of settlement and land use, economic activity including trade links, Physical: climate zones, biomes, vegetation belts Human: cities, settlement and land use Geographical Skills and Fieldwork ◇ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Location and Place	Locate countries around the world; concentrating on environmental regions, key human and physical characteristics that link to trade Locate El Salvador Understand similarities and differences through studying the human and physical geography of trade countries around the world
	Human and physical features	Explore how trade links have changed over time to ensure sustainability and be ethical Understand similarities and differences through studying the human and physical geography of trade countries around the world
	Mapping	Use atlases to locate countries around the world Use and interpret map, globes, atlases and digital/ computer mapping
	Directional skills	NA
	Fieldwork	Present findings using evidence to back up conclusions and hypothesis
	Environment and sustainability	Understand how humans affect the environment over time
	Settlement and land use	Compare settlements and land use between a trade link country (Al Salvador) Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade

				Explain the global supply chain Understand the importance of fair trade	
			Weather and climate	Understand how weather and climate affects world trade in produce Understand how the climate of a region affects imports and exports	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT: explain the position and significance of time zones *MATHS LINK* - understand that there are different climate zones across the world	WALT: explain the UK's trade links with other countries	WALT: use maps to show the UK's trade links with other countries	WALT: explain trade links between El Salvador and the UK	WALT: explain the importance of fair trade	WALT: explain the global supply chain

Year 6: Natural Disasters		
<u>National Curriculum</u>	Concepts	Components
	Location and Place	Name and locate volcanoes around the world
	Human and physical features	Understand the origins of mountains and how they are formed Understand and describe the physical features of volcanoes and earthquakes Explore the impact volcanoes have on humans
	Mapping	Make a detailed sketch map of the world; identifying key topographical features Use geological maps to identify tectonic plates around the world Use thematic maps to identify and locate volcanoes around the world Use atlases to locate topographical features (mountains, rivers, lakes) around the world Use and interpret map, globes, atlases and digital/ computer mapping
	Directional skills	Describe the location of key topographical features of the world relative to each other using the 8-points of a compass

			Fieldwork	Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these Present findings using evidence to back up conclusions and hypothesis	
			Environment and sustainability	Understand how humans affect the environment over time Explain the impact of the Chernobyl nuclear disaster	
			Settlement and land use	Explore how volcanoes and earthquakes impacts settlements and land use	
			Weather and climate	Explain how volcanoes can effect weather	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
WALT:	WALT:	WALT:	WALT:	WALT:	WALT: