



Geography at Shotley Bridge Primary School

	Autumn	Spring	Summer	
Reception	Topic	All About Me! Traditional Tales	Polar Regions People Who Help Us	The Farm The Great Outdoors
Prior Learning	<ul style="list-style-type: none"> Children will have previously discussed what seasons are and how they affect the weather. Children will have explored 'Leafland' (school grounds) on a weekly basis. 			
Development matters	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 			
Early learning goals	<ul style="list-style-type: none"> Know some similarities and differences between different cultures and communities in this country. Describe their immediate environment using knowledge from observations, discussions, stories non-fiction texts and maps. Explain some differences and similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
Intended Learning	<p>My Journey/My School Look at where we live, describe features we see. Draw my route to school. Explore the school grounds, look at features of our school environment. Look at maps of local areas in Shotley Bridge, explore and discuss some of their features. Discussing where we were born and where extended family live using world maps/ atlases.</p> <p>Autumn/ Winter: seasonal changes Exploring school grounds and observing seasonal changes in the Autumn/ Winter. Exploring natural Autumnal resources in the tuff tray, asking questions and making/ drawing observations. Explore hibernation and migration, look at contrasting environments/ animals around the world in Autumn. Explore harvest time in the UK and farming at harvest time. Observe seasonal weather changes. Observe and explain decomposition of pumpkins</p> <p>World Festivals Explore festival origins/ celebrations across the world using a world map/ globe</p>	<p>Winter/ Spring: seasonal changes Exploring school grounds and observing seasonal changes in Winter/ Spring. Observe seasonal weather changes (e.g., ice) Observe, question and draw spring plants/ spring growth. Explore natural spring resources in tuff tray, asking questions and making/ drawing observations.</p> <p>Around the world Compare/ contrast our environment with polar regions. Compare/ contrast, observe, draw and discuss animals native to polar regions. Knowing where different animals come from.</p> <p>The UK outdoors Introduce London as the capital of England. Name features around the UK (farm, beach, mountains and woodlands)</p>	<p>Summer: seasonal changes Exploring school grounds and observing seasonal changes in the summer. Observe, question and draw summer growth.</p> <p>The UK outdoors Explore, observe and identify UK minibeasts.</p> <p>Food and farming Exploring food from around the world using world maps and Google. Compare and contrast food produce/ grown in different countries/ climates around the world.</p>	
Key Vocabulary	Shotley Bridge, autumn, winter	Antarctica, Arctic, globe	spring, summer	

		Autumn	Spring	Summer
Topic		What is it like here in our school?	What is the weather like in The U.K.?	What is it like to live in Shanghai?
National Curriculum Links	Refer to separate <i>KAPOW NC Geography Strands Progression Document</i> .	Refer to separate <i>KAPOW NC Geography Strands Progression Document</i> .	Refer to separate <i>KAPOW NC Geography Strands Progression Document</i> .	Refer to separate <i>KAPOW NC Geography Strands Progression Document</i> .
Prior Learning	<p>Children will have been introduced to different versions of maps in Reception as well as creating their own.</p> <p>Children will have engaged in the outdoor environment in the EYFS. Children discuss the weather everyday as part of their morning routine.</p> <p>In Reception, pupils were beginning to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, and draw information from a simple map.</p>	<p>Children will be aware that our weather can differ from day-to-day and patterns throughout the seasons are beginning to be noticed (such as 'hot' in summer and 'cold' in winter).</p> <p>Some children may have experience of different types of weather from visiting foreign countries and can link this to their early experience of the typical weather at home.</p>	<p>Through stories, children are beginning to understand that our world is made up of different types of places.</p> <p>Children are beginning to understand that places across our world are different (e.g. through learning about animals from polar regions, or where different plants in warmer places are grown to make food) and that these places have similarities and differences to where we live.</p> <p>Most children will also recall: Some features in their locality. Some directional language (use the <i>Pupil video: Song - Directional language</i> below). That a map is usually a bird's eye view of a place. The four compass points. That a country is a land or nation with its own government. The country they live in.</p>	
Session 1 Learning Intention				
Session 1 Learning Intention	To locate the school on an aerial photograph	To locate the four countries of the UK	To recognise physical and human features	To draw a sketch map (Kapow Lessons 1&2 combined)
Sticky Vocabulary	city country location town village	continent country locate location	harbour human feature physical feature symbol map	
Sticky Knowledge/skills	I know the name of the country I live in. I know the name of the village/town/city I live in. I can locate the country I live in on a map.	I can name the four countries of the UK. I can locate the four countries of the UK on a map. I can recall which of the four UK countries I live in.	I can give an example of a physical feature. I can give an example of a human feature. I can identify physical or human features on a walk. I can record my observations by sketching. I can draw a simple sketch map using symbols to represent human & physical features.	
Session 2 Learning Intention				
Session 2 Learning Intention	To create a map of the classroom	To identify the four compass directions	To name and locate some continents on a world map	
Sticky Vocabulary	atlas distance features globe symbol	compass direction east north south west	atlas continent country ocean	
Sticky Knowledge/skills	I know a map is a picture of a place from above. I know that we can use a map to find out information about a place.	I know the four compass directions are north, east, south and west. I can describe the location of features using simple compass directions.	I can name the continent I live in. I can use an atlas to locate Europe on a world map. I can use an atlas to locate Asia on a world map. I can use an atlas to locate China on a world map.	

		I can begin to use directional language to describe the location of features.	I know the arrow on a compass always points north.	
Session 3 Learning Intention		To locate key features of the playground	To investigate daily weather patterns	To identify physical and human features of a non-European country
Sticky Vocabulary		key locate north	season shadow temperature thermometer	human feature physical feature
Sticky Knowledge/skills		I can identify four features in the school grounds. I can use a simple map to identify these features. I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.	I can describe different types of weather. I can measure weather in different ways. I can use compass directions to describe the weather in different locations.	I can name some physical and human features. I can sort photographs into physical and human features. I can identify a physical or human feature in China.
Session 4 Learning Intention		To investigate how we feel about our playground	To identify daily weather patterns in the UK	To describe what it is like in Shanghai
Sticky Vocabulary		survey questionnaire	atlas capital city weather forecast	metro port skyscraper transport city
Sticky Knowledge/skills		I can explain how I feel about three areas of the playground. I can complete a questionnaire to express my opinion. I can summarise the results of a survey.	I can locate the country I live in. I can locate the capital city of the country I live in. I can begin to locate the capital cities of each country in the UK. I know that the weather is not the same everywhere in the UK.	I can label physical features on photographs of Shanghai. I can label human features on photographs of Shanghai. I can compare Shanghai to where I live.
Session 5 Learning Intention		To create a design to improve our playground	To understand how the weather changes with each season	To compare Shanghai to a small area of the UK
Sticky Vocabulary		map questionnaire survey	climate locate Autumn Spring Summer Winter	different human feature physical feature similar
Sticky Knowledge/skills		I can draw a design to improve three areas of the playground. I can use the results from the survey to think of ideas for my design.	I can describe the weather in each season. I can suggest what people might wear in each season. I can suggest activities people might do in each season.	I can describe how Shanghai is different from where I live. I can describe how Shanghai is similar to where I live. I can compare the physical and human features of two places.

Year 2		Autumn	Spring	Summer
Topic		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
National Curriculum Links		<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>	<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>	<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>
Prior Learning		<i>Most children ought to recall: A continent is a large mass of land. The name of two or more continents (most likely Europe and Asia). That we live in the continent of Europe.</i>	<i>Most children ought to recall: A continent is a large mass or area of land. There are seven continents. The continents are Asia, Africa, North America, South America, Antarctica, Europe and Oceania.</i>	<i>Most children ought to recall: That weather is the short-term conditions in a particular place. That The UK is made up of four countries; England, Wales, Scotland and Northern Ireland. That we live in the continent of Europe.</i>

	Human features are the characteristics of a place which are created by humans (e.g. roads, buildings). Physical features are the characteristics of a place that occur naturally (e.g. lakes, mountains).	We live in the continent of Europe. Human features are the characteristics of a place which are created by humans (e.g. roads and buildings). Physical features are the characteristics of a place that occur naturally (e.g. lakes, mountains).	The capital cities of the UK; London, Cardiff, Edinburgh and Belfast. The names of the five global oceans; Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean.
Session 1 Learning Intention	To name and locate the seven continents	To identify geographical characteristics of the UK	To locate the seas and oceans surrounding the UK
Sticky Vocabulary	continent country ocean globe	human feature physical feature landmark country capital city aerial photograph	island locate location ocean sea
Sticky Knowledge/Skills	I can name the seven continents. I know that a continent is a large area of land. I can locate the seven continents on a world map.	I can locate the four capital cities on a map of the UK. I can identify human and physical features on an aerial photograph. I can identify the characteristics of the four countries and capital cities of the UK. I can use locational language and the compass points (N, S, E, W) to describe the location of features on a map.	I can name the seas and oceans surrounding the UK. I can label the seas and oceans on a map of the UK. I can describe the location of different seas and oceans using compass directions.
Session 2 Learning Intention	To locate the North and South Poles	To locate some of the world's most amazing places	To identify the physical features of the coast
Sticky Vocabulary	arid climate desert ice sheet pack ice	location locate human feature physical feature landmark country continent	bay cliff coast coastline island mudflat stack
Sticky Knowledge/Skills	I can locate the North Pole on a world map. I can locate the South Pole on a world map. I can identify some of the physical features of the poles.	I can identify and group human and physical features. I can match the feature to its corresponding continent. I can label the feature accurately on a world map.	I can recall what a physical feature is. I can name physical features in photographs of the Jurassic Coast.
Session 3 Learning Intention	To locate the Equator on a world map	To know the names of the five oceans and locate them on a map	To identify human features on the coast.
Sticky Vocabulary	land desert savannah vegetation	land ocean sea lake river aerial photograph	aquarium harbour human feature physical feature pier tourist
Sticky Knowledge/Skills	I know the Equator is an imaginary line around the middle of the Earth. I can identify two countries located on the Equator.	I understand the difference between oceans and seas. I can name the five oceans. I can locate the five oceans on a world map.	I can recall what a human feature is. I can name human features on the coast. I can describe how people use the coast.

	I know some of the features found on the Equator.		
Session 4 Learning Intention	To compare the UK and Kenya	To understand how to draw human and physical features on a sketch map of my local area.	To investigate how people use the local coast.
Sticky Vocabulary	Equator savannah vegetation grasslands urban rural	map OS map sketch map symbol key scale	city data collection human feature tally chart town village
Sticky Knowledge/Skills	I can locate Kenya on a world map. I can describe some human and physical features of the region. I can describe some key similarities and differences between the UK and Kenya.	I can use an aerial photograph to draw a simple sketch map of my local area. I can use symbols to represent human and physical features. I can use a key to identify features. I can begin to draw objects to scale.	I can recall what a human feature is. I can name human features on the coast. I can describe how people use the coast.
Session 5 Learning Intention	To investigate local weather conditions.	To investigate local habitats and record findings To understand how to present findings in a bar chart.	To present findings on how people use the local coast
Sticky Vocabulary	human feature physical feature continent ocean Equator	habitat vegetation sketch map sample data collection tally chart fieldwork	data collection fieldwork human feature pictogram tally chart
Sticky Knowledge/Skills	I can measure and record local weather conditions. I know that 'weather' means short-term conditions and 'climate' means long-term conditions. I can recognise different types of climates on a world map.	I can make observations of physical features. I can sketch findings on a map. I can complete a tally chart. I can present my findings in a bar chart. I can evaluate my findings. I can explain why some areas of vegetation had more plants and animals than others. I can suggest ways to look after natural habitats.	I can discuss the types of human features I saw. I can create a pictogram to represent how people use the local coast.

Year 3		<u>Autumn</u>	<u>Spring 1</u>	<u>Summer 1</u>
	Topic	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
	National Curriculum Links	Refer to separate KAPOW NC Geography Strands Progression Document.	Refer to separate KAPOW NC Geography Strands Progression Document.	Refer to separate KAPOW NC Geography Strands Progression Document.
Prior Learning	Most children ought to recall: A mountain is a raised area of land, 600 m or more above sea level. The names of any well-known mountains (e.g. Mount Everest - Himalayas, Nepal, Asia; and Kilimanjaro - Tanzania, Africa). Human features are the characteristics of a place which are created by humans (e.g. roads, buildings).	Most children ought to recall: The names of the four seasons. The types of typical weather in each season. That climate is long-term weather conditions in a specific region. That climate zones are areas of the world grouped together that have a similar climate.	Most children ought to recall: A city is a large, dense settlement, containing many people, buildings and services. How land can be used in cities: residential use, for example, houses, blocks of flats; commercial use, for example, shops, offices and factories; land used for services, for example, hospitals and schools;	

	Physical features are the characteristics of a place that occur naturally (e.g. lakes, mountains). That features can change over time.	The position and significance of the Equator.	transport use, for example, roads and railways; leisure use, for example, parks, sports facilities, etc. The four countries of the UK. The four capital cities of the UK (you may wish to use the Pupil video: Song - Countries and capital cities of the UK).
Session 1 Learning Intention	To name and describe the layers of the Earth	To understand the position and significance of lines of latitude	To describe different types of settlements
Sticky Vocabulary	inner core outer core crust magma tectonic plate	lines of latitude lines of longitude hemisphere climate climate zone	settlement land use linear urban rural
Sticky Knowledge/Skills	I can name and order the four layers of the Earth. I can state a fact about each layer of the Earth. I know what a tectonic plate is.	I can identify significant lines of latitude. I can begin to explain why we have different seasons in each hemisphere. I can describe the global climate zones.	I can locate some cities in the UK. I can list the different types of settlements. I can identify settlements on aerial photographs and OS maps.
Session 2 Learning Intention	To explain how and where mountains are formed.	To describe the location and physical features of Antarctica.	To identify the human and physical features in the local area.
Sticky Vocabulary	tectonic plate plate boundary fold mountain fault-block mountain volcanic mountain	desert ice shelf ice sheet drifting ice iceberg	agricultural land commercial land recreational land residential land legend
Sticky Knowledge/Skills	I can explain that a mountain is formed by tectonic plates. I know that most mountains are found on or near plate boundaries. I can name a mountain range and state which continent it is in.	I can describe the weather and landscape in Antarctica. I can use an atlas and globe to locate Antarctica. I can describe the physical features of Antarctica.	I can recognise features on an OS map. I can create a simple key to show land use on a map. I can use compass directions to describe the location of features on a map.
Session 3 Learning Intention	To explain why volcanoes happen and where they occur	To describe the human features of Antarctica	To discuss why physical and human features are in particular locations.
Sticky Vocabulary	active volcano dormant volcano extinct volcano magma chamber	adaptation tilt wilderness research tourism	landmark place of worship transport
Sticky Knowledge/Skills	I can explain how volcanoes form and describe their features. I can describe where to find volcanoes globally. I can list the three ways volcanoes can be classified.	I can state who visits and lives in Antarctica. I can explain how people adapt to life in a polar climate. I can describe what research is done in Antarctica.	I can follow a route on a map. I can take photos of human and physical features identified on a map. I can suggest reasons for the location of the features.
Session 4 Learning Intention	To recognise the negative and positive effects of living near a volcano.	To use four-figure grid references to plot Shackleton's route to Antarctica.	To identify land use in New Delhi.
Sticky Vocabulary	climate change fertile soil geothermal energy index minerals volcanic springs	explorer four-figure grid reference plot expedition	human feature physical feature memorial metro monument

	Sticky Knowledge/Skills	I can describe the negative and positive effects of living near a volcano. I can summarise why people live near volcanoes.	I can explain who Shackleton was and describe his expedition. I can use four-figure grid references to plot a route. I can discuss similarities and differences between Antarctica and the UK.	I can describe New Delhi's location. I can recognise human and physical features in New Delhi. I can discuss how land is used in New Delhi. I can locate features on a map.
	Session 5 Learning Intention	To explain what earthquakes are and where they occur.	To plan a simple route on a map using compass points.	To compare land use in two different locations.
	Sticky Vocabulary	earthquake tsunami fault line epicentre seismic waves	four points of the compass eight points of the compass route direction destination	compare differences similarities unique
	Sticky Knowledge/Skills	I can state what an earthquake is. I can describe where earthquakes happen. I can describe the negative effects of earthquakes.	I can zoom in and out of a digital map. I can give instructions using the points of a compass. I can identify human and physical features on a map.	I can state some similarities between features in New Delhi and my local area. I can state some differences between features in New Delhi and my local area. I can describe the ways settlements and land use can be different.

<u>Year 4</u>		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Topic	Where does our food come from?	Why are rainforests important to us?	What are rivers and how are they used?
	National Curriculum Links	Refer to separate KAPOW NC Geography Strands Progression Document.	Refer to separate KAPOW NC Geography Strands Progression Document.	Refer to separate KAPOW NC Geography Strands Progression Document.
	Prior Learning	Most children ought to recall: A biome is an area with a similar climate, landscape, plants and animals. That biomes dictate the kind of food that can be grown naturally. Different foods grow well in different climates. Food can come from supermarkets, shops, farms, trees and markets.	Most children ought to recall: Climate is the weather in a certain place over a long period of time. Lines of latitude and longitude are invisible horizontal and vertical lines that we use to map how far north, south, east and west a place is. The Equator is an imaginary line of latitude exactly halfway between the North Pole and South Pole, which splits our globe into the Northern and Southern Hemispheres. Countries that lie on the Equator are some of the hottest places on Earth.	Most children ought to recall: Where water can be found (e.g. rain, rivers, lakes, ponds, seas, oceans, reservoirs and from taps). Why water is important? (e.g. drinking, washing, leisure activities, such as swimming, sailing or fishing and transport, as a natural habitat for plants and animals, it is vital for all life on Earth).
	Session 1 Learning Intention	To explain the impact of food choices on the environment.	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	To describe how the water cycle works.
	Sticky Vocabulary	food miles import produce waste consume	biome Equator Tropic of Capricorn Tropic of Cancer lines of latitude	condensation evaporation precipitation groundwater

Sticky Knowledge/Skills	I can state why certain foods grow in different biomes. I can explain ways in which food choices can harm the environment. I can describe how to make small changes to a diet to help fight climate change.	I can describe a biome and give some examples. I can use an atlas to find the location of the Amazon rainforest. I can use photographs and maps to list some features of the Amazon rainforest.	I can identify the different ways water is stored. I can explain the different ways water moves. I can explain how water is recycled.
Session 2 Learning Intention	To understand the importance of trading responsibly.	To describe the characteristics of each layer of a tropical rainforest.	To recognise the features and courses of a river.
Sticky Vocabulary	trade product sustainability responsible trade export	canopy layer emergent layer forest floor understorey layer vegetation	delta estuary floodplain river mouth source tributary
Sticky Knowledge/Skills	I know what trading responsibly means. I can explain how responsible trading supports equality. I can discuss some of the advantages and disadvantages of importing food.	I can name the four layers of a tropical rainforest. I can describe the characteristics of each layer. I can describe how vegetation has adapted to living in a rainforest.	I can state where a river starts and ends. I can describe the three courses of a river. I can name the features of a river.
Session 3 Learning Intention	To describe the journey of a cocoa bean.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To name and locate some of the world's longest rivers.
Sticky Vocabulary	transport packaging process source	deforestation community indigenous peoples	locate key mountainous tributary
Sticky Knowledge/Skills	I understand there are different opinions on importing products. I can recall the locations a cocoa bean travels through to reach the UK. I can describe the process from cocoa bean to chocolate.	I can define the word indigenous. I can give examples of how indigenous peoples use the Amazon's resources. I can begin to discuss how the Amazon rainforest changes over time.	I can locate rivers on a world map. I can create a key on a map. I can name some of the world's longest rivers. I can name which continents the longest rivers are in.
Session 4 Learning Intention	To map and calculate the distance food has travelled.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To describe how rivers are used.
Sticky Vocabulary	carbon footprint seasonal food scale bar air freight Greenhouse scale bar	drought greenhouse gas global warming logging mining	flooding habitat irrigation pollution supply
Sticky Knowledge/Skills	I can label countries on a world map using an atlas. I can use the scale bar on a map to calculate approximate food milage. I can ask questions about where the food I eat comes from.	I can list why tropical rainforests are important. I can describe how humans harm the Amazon rainforest. I can discuss what we can do to make positive environmental changes to the Amazon rainforest.	I can explain the ways rivers are used. I can describe how rivers are important to the natural environment. I can list the challenges that can occur with rivers.
Session 5 Learning Intention	To design and use data collection methods to find where our food comes from.	To understand how local woodland is used using a variety of data collection methods.	To identify and locate human and physical features on a map.

	Sticky Vocabulary	quantitative qualitative greengrocer butcher bakery food bank	questionnaire enquiry data	compass direction grid square human feature physical feature Local route
	Sticky Knowledge/Skills	I can collect data from an interview. I can analyse information from an interview. I can describe the features of a questionnaire.	I can assess and avoid risks when out of the school grounds. I can collect data through sketching, questioning and recording information on a tally chart. I can map the route I am taking.	I can state where the river starts and ends. I can describe the features I expect to see during fieldwork. I can use grid references to describe the location of features.

Year 5		Autumn	Spring	Summer
	Topic	What is life like in The Alps?	Why do oceans matter?	Would you like to live in the desert?
	National Curriculum Links	<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>	<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>	<i>Refer to separate KAPOW NC Geography Strands Progression Document.</i>
	Prior Learning	<p><i>Most children ought to recall:</i> Mountains are found mainly at plate boundaries. Mountains are formed when plate boundaries move. Some names of famous mountain ranges and their continent (e.g. the Andes in South America; the Himalayas in Asia; the Rockies in North America; the Alps in Europe). The different types of mountains and how they are formed (fold mountains – plates come together and push up; fault-block mountains – plates come together, crack along weaknesses and sink; volcanic mountains – plates move apart, lava erupts and hardens).</p>	<p><i>Most children ought to recall:</i> The processes of the water cycle (precipitation, evaporation and condensation). Examples of bodies of water (e.g. lakes, rivers, ponds, oceans). Examples of precipitation (e.g. snow, hail, rain). That global warming is the increase in temperature of the Earth's atmosphere.</p>	<p><i>Most children ought to recall:</i> A biome is an area with a similar climate, landscapes, plants and animals. The lines of latitude; the Tropic of Cancer, Equator and Tropic of Capricorn.</p>
	Session 1 Learning Intention	To locate The Alps on a map. To locate the key physical and human characteristics of The Alps. (Kapow Lessons 1&2 combined).	To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. (Kapow Lessons 1&2 combined).	To summarise the characteristics of a desert biome. To locate and explore features of deserts. (Kapow Lessons 1&2 combined).
	Sticky Vocabulary	mountain range, longitude, latitude, hemisphere, glacier.	ocean current, coral reef, erosion, buffer.	biome, desert, arid, barren, sparse, national park.
	Sticky Knowledge/Skills	I can locate and label the seven continents. I can locate the Alps on a world map. I can locate the Alps on a map of Europe. I can locate the eight countries that the Alps are in. I can locate the countries that the Alps spread through. I can locate some of the key physical features of the Alps. I can locate some of the key human features of the Alps. I can use an atlas to locate and describe features.	I can describe the ocean's place in the water cycle. I can explain why the ocean is important to our planet. I can map an example of how the ocean is used for trading. I can identify the location of the Great Barrier Reef. I can discuss the benefits of coral reefs. I can begin to understand the threats to coral reefs.	I can identify the latitude of hot desert biomes. I can describe the climate and weather in a hot desert biome. I can give examples of plants and animals in a hot desert biome. I can identify the largest desert in each continent. I can locate and identify features in the Mojave Desert. I can use data to compare the temperatures in two different deserts.
	Session 2 Learning Intention	To describe the physical and human features of an Alpine region.	To explain the impact humans have on coral reefs and oceans.	To describe the physical features of a desert environment.

Sticky Vocabulary	vegetation, population, leisure, tourist.	biodegradable, microplastics human footprint.	sand dune, mesa natural arch, salt flat.
Sticky Knowledge/Skills	I can research the human and physical geography of an Alpine region. I can identify the region's climate zone, biome and vegetation. I can describe land use in the region.	I can interpret thematic maps about coral reefs and oceans. I can explain the ways human activity is changing our marine environments. I can describe how humans will be impacted by changing ocean conditions.	I can describe the origins of Death Valley. I can name the physical features of a desert environment. I can explain how some of the physical features in a desert environment are formed.
Session 3 Learning Intention	To investigate what there is to do in the local area using data collection.	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	To explain the different ways humans can use deserts.
Sticky Vocabulary	OS map, method, risk, route.	marine protected area, ecosystem, single-use plastic	mining, ranching recreational land.
Sticky Knowledge/Skills	I can use an OS map to recognise key physical and human features in the local area. I can draw symbols to map recreational land use in the local area. I can say how I would like to improve the things to do in the local area.	I can explain ways to support our oceans. I can justify methods for data collection. I can identify potential risks during fieldwork.	I can recognise that different locations may be in different time zones. I can give examples of how humans use the Mojave Desert. I can recall that land use can change over time.
Session 4 Learning Intention	To understand the similarities and differences between the local area and an Alpine area.	To collect data on the types of litter polluting a marine environment.	To describe some of the threats of desert environments.
Sticky Vocabulary	tourism, vegetation, climate, population, leisure.	plastic pollution sketch map sample aerial map disposable evidence	desertification drought flash flood irrigation
Sticky Knowledge/Skills	I can compare the human geography of the local area with an Alpine area. I can compare the physical geography of the local area with an Alpine area. I can identify similarities and differences between the two areas.	I can collect quantitative data using a variety of fieldwork methods. I can mark on a sketch map to show where data has been collected. I can safely assess and avoid potential risks during my fieldwork.	I can list some of the environmental threats to deserts. I can describe how human activity may negatively impact a desert environment. I can weigh up the benefits and drawbacks of living in a desert environment.
Session 5 Learning Intention	To understand the human and physical geography of The Alps.	To present, analyse and evaluate data collected.	To explore the similarities and differences between two physical environments.
Sticky Vocabulary	leisure, climate change, human feature, physical feature.	Biodegradable, non-biodegradable, decompose	land use, settlement, physical features, human features precipitation.
Sticky Knowledge/Skills	I can describe two key aspects of the Alps' human geography. I can describe two key aspects of the Alps' physical geography. I can use geographical vocabulary when describing the geography of a place.	I can analyse data in a pie chart. I can plot data on a digital map. I can suggest how to improve a marine environment.	I can identify the differences between two biomes. I can compare land use in two different locations. I can justify why one place may be more hospitable than another.

Year 6		Autumn	Spring	Summer
	Topic	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	National Curriculum Links	Refer to separate NC Geography Strands Progression Document	Refer to separate NC Geography Strands Progression Document	Refer to separate NC Geography Strands Progression Document
	Prior Learning	<p>Most children ought to recall: The definition of population is the number of people living in a particular place. What might influence where people live including weather, landscape, access to amenities, housing, schools, and jobs. Which countries have a high population (answers may include India, China and the UK).</p>	<p>Most children ought to recall: Trade is the buying and selling of goods or services. That energy is often changed from electricity or gas into light and heat.</p>	<p>Most children ought to recall: The different elements of the enquiry cycle (question, observe, measure, record and present). Various data collection methods can be used during fieldwork (e.g. collecting samples, questionnaires, interviews, tally charts, sketch maps, photographs, annotated sketches, sound recordings). That is a region is the largest scale area that a country is divided into. Any issues facing the locality or wider region. Names of some regions in the U.K.</p>
	Session 1 Learning Intention	To understand the change and distribution of the global population. To define birth and death rates and describe why they change. (Kapow lessons 1&2 combined)	To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. (Kapow lessons 1&2 combined)	To develop an enquiry question.
	Sticky Vocabulary	population, birth rate, death rate.	energy source, renewable, non-renewable,	region, issue, viewpoint
	Sticky Knowledge/Skills	<p>I can define global population distribution. I can describe how and why the global population has changed. I can begin to explain why people may choose to live in a particular environment. I can define birth rate and death rate. I can describe what influences birth and death rates. I can identify the natural increase of a population on a graph.</p>	<p>I can give examples of different sources of energy. I can state the difference between renewable and non-renewable energy sources. I can describe the benefits and drawbacks of an energy source. I can describe the benefits and drawbacks of an energy source. I can discuss what to consider when deciding which energy source to use.</p>	<p>I can explore changes and issues occurring in my local area. I can determine my initial understanding of a local issue. I can identify what I want to find out about a local issue.</p>
	Session 2 Learning Intention	To recognise the push and pull factors influencing migration.	To understand how energy is generated in the United States.	To determine the most effective data collection methods for fieldwork.
	Sticky Vocabulary	migration, refugee voluntary.	Prime Meridian, time zone, consumption, producer	data, data collection methods, justify.
	Sticky Knowledge/Skills	<p>I can define migration. I can describe push and pull factors. I can explain why some migration is involuntary.</p>	<p>I can explain the significance of the Prime Meridian and time zones. I can discuss how the United States generates its energy. I can use a digital map to identify energy production in an area of Texas.</p>	<p>I can identify what data needs collecting to answer the enquiry question. I can justify why I have chosen a data collection method. I can design a data collection method.</p>
	Session 3 Learning Intention	To begin to understand the impact climate change can have on the global population.	To know how energy sources are distributed in an area.	To plan a route for a fieldwork trip.

	Sticky Vocabulary	climate change, fossil fuels, greenhouse gases,	six-figure grid references, offshore, onshore	city, plot, risk, route.
	Sticky Knowledge/Skills	I can give reasons why climate change is happening. I can describe the impact of climate change on the population. I can suggest ways to fight climate change at a local level.	I can locate cities in the UK. I can use grid references on an OS map to locate human and physical features. I can describe similarities and differences between two areas.	I can select the start and end of the route. I can plot the points on the route where data will be collected. I can identify any risks that may be encountered on the route.
	Session 4 Learning Intention	To collect data showing how population impacts the amount of traffic and litter in an area.	To explain reasons for choosing an energy source.	To collect the data to answer the enquiry question.
	Sticky Vocabulary	air pollution, noise pollution, Likert scale	urban planner, considerations, annotate	data collection methods, enquiry, issue, risk.
	Sticky Knowledge/Skills	I can follow a pre-prepared route on an OS map. I can use a range of data collection methods. I can collect both quantitative and qualitative data.	I can discuss the benefits and drawbacks of an energy source. I can justify the location of an energy source. I can make considerations when planning new energy source facilities.	I can manage risks during fieldwork. I can follow a route on an OS map. I can record data using a variety of methods.
	Session 5 Learning Intention	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	To collect and present data on where to position a solar panel on the school grounds.	To determine an answer to the enquiry question.
	Sticky Vocabulary	digital technologies, conclusions, improvements.	contour lines, justify, sea level.	analyse, impact, recommendation
	Sticky Knowledge/Skills	I can use digital technologies to map data collected. I can analyse and compare two different data sets. I can suggest improvements in response to conclusions drawn.	I can use interview questions to collect qualitative data. I can draw a sketch map using contours where needed. I can use data collected to justify a proposed location for a solar panel.	I can examine the data collected. I can add data to a digital map. I can come to a conclusion about what the data shows.