Geography Curriculum

At Wave, our Geography curriculum inspires pupils to become curious and explorative thinkers with a diverse knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. We run a rolling programme of 3 half termly units a year, complementing our History curriculum. We have mixed year classes, so teach a Year A and B spiral curriculum model to ensure coverage.

		Autumn	Spring	Summer
KS1	Year A	What is it like here?	What is the weather like in the UK?	What is it like to live by the coast?
	Year B	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
LKS2	Year A	Why do people live near volcanos?	Why are the rainforests important to us?	Where does our food come from?
	Year B	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
UKS2	Year A	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
	Year B	Why does the population change?	Why do Oceans matter?	Can I carry out an independent fieldwork enquiry?

Composite:

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

The aspirations of our Geography scheme of work is that pupils will meet the end of key stage attainment targets in the National curriculum. The aims align with those in the National curriculum, where attainment targets are organised within four strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Within these strands, Geography teaching has a clear progression of skills and knowledge across each year group. The Progression of skills and knowledge shows how children's learning is underpinned and developed, "bumping into" previous learning before moving on to new challenges. This ensures that children are continuously given opportunities to revise and build on their previous learning, helping children to make links, to draw on their own experiences and to support learning retention within the long term memory.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Scaffolded tasks are available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required.

We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens of our community who will have the skills as geographers to contribute to and improve the world around them.

Key Stage 1

Year A

Unit 1A: What is it like here?

Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.

Outcomes:

- ✓ Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- ✓ Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- ✓ Recognise four features in the school grounds using a map.
- ✓ Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- ✓ Draw a design to improve three areas of the playground using the results from the survey.

Learning Objectives	Learning Outcomes
To locate the school on an aerial photograph.	• I know that aerial means from above. • I know that objects look different from an aerial view. • I know the name of the country I live in. • I know the name of the village/town/city I live in. • I can identify three features of my local area on an aerial photograph. • I can locate the country I live in on a map.
To create a map of the classroom.	• 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 can represent four classroom features using objects to create a messy map. • I can begin to use directional language to describe the location of features.
To locate key features of the playground.	• 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.
To draw a simple map.	• I can draw three features on a map. • I can use simple shapes or symbols.

	• I can use directional language to describe the location of features.
To investigate how we feel about our playground.	• 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.
To create a design to improve our playground.	• 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.

Unit 2A: What is the weather like in the UK?

Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.

Outcomes:

- ✓ Name and locate the four countries on a map of the UK.
- ✓ Identify the country they live in.
- ✓ Identify the four seasons.
- ✓ Describe some seasonal changes.
- ✓ Identify the four compass directions.
- ✓ Use the compass directions to describe the location of features.
- ✓ Observe and describe daily weather patterns.
- ✓ Begin to locate the four capital cities of the UK.
- ✓ Explain what the weather is like during each season in the UK.
- ✓ Suggest appropriate clothing and activities for each season.

Learning Objectives	Learning Outcomes
To locate the four countries of the UK.	• I can locate Europe on a world map. • I can locate the UK on a world map. • I can locate the four countries of the UK on a map. • I can recall which of the four UK countries I live in. •
To identify seasonal changes in the UK.	• I can name the four seasons. • I can identify the current season. • I can describe some of the changes in each season
To identify the four compass directions.	• I know the four compass directions are north, east, south and west. • I can describe the location of features using simple compass directions.

	• I know the arrow on a compass always points north.
To investigate daily weather patterns.	• I can describe different types of weather. • I can measure different types of weather in different ways. • I can use compass directions to describe the weather in different locations.
To identify daily weather patterns in the UK.	• 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.
To understand how the weather changes with each season.	• 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.

Unit 3A: What is it like to live by the coast?

Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

Outcomes:

- ✓ Name and locate the seas and oceans surrounding the UK in an atlas.
- ✓ Label these on a map of the UK.
- ✓ Describe the location of the seas and oceans surrounding the UK using compass points.
- ✓ Define what the coast is.
- ✓ Locate coasts in the UK.
- ✓ Name some of the physical features of coasts.
- ✓ Explain the location of UK coasts using the four compass directions.
- ✓ Name features of coasts and label these on a photograph.
- ✓ Identify human features in a coastal town.
- ✓ Describe how people use the coast.
- ✓ Follow a prepared route on a map.
- ✓ Identify human features on the local coast.
- ✓ Record data using a tally chart.
- ✓ Represent data in a pictogram.
- ✓ Describe how the local coast has been used.

Learning Objective	Learning Outcomes
To locate the seas and oceans surrounding the UK.	• 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.
To explain what the coast is.	• I can define the coast as a piece of land along the sea or ocean. • I can locate some coasts in the UK. • I can identify some features of a coast.
To identify the physical features of the coast.	• I can recall what a physical feature is. • I can name physical features in photographs of the Jurassic Coast.
To identify human features on the coast.	• I can recall what a human feature is. • I can name human features on the coast. • I can describe how people use the coast.
To investigate how people use the local coast.	• I can follow a route on a map. • I can identify human features. • I can record data in a tally chart.
To present findings on how people use the local coast.	• I can discuss the types of human features I saw. • I can create a pictogram to represent how people use the local coast.

Year B

Unit 1B: Where am I?

Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.

Outcomes:

- ✓ State that the UK stands for the United Kingdom.
- ✓ Point to each country in the UK on a map when prompted.
- ✓ Verbally identify features within the school grounds.
- ✓ Use and respond to directional language.
- ✓ State that an aerial photograph is taken from above.
- ✓ Recognise some familiar features in aerial photographs.
- ✓ Explain that symbols show features on a map.
- ✓ Add symbols to a map.
- ✓ Identify how places on the school grounds make them feel.

Learning Objective	Learning Outcomes
To identify the countries within the United Kingdom.	• I can recall that UK is short for United Kingdom. • I can name the country I live in.

	• I can find the country I live in on a map.
To identify features in the school grounds.	• I can name some features. • I can recall that a feature is a place or thing that generally stays in the same place. • I can take a photograph of a feature in my school grounds.
To use directional language to describe the location of features.	• I can explain that maps give us information about a place. • I can describe where features are on a map using directional language. • I can use directional language when giving instructions.
To recognise features from an aerial perspective.	• I can recall that an aerial photograph is taken from above. • I can identify features in aerial photographs. • I can plot features on a map of the school grounds.
To recognise the purpose of symbols on a map.	• I can explain that symbols are used on maps to show features. • I can use symbols to show features. • I can draw a basic map using symbols.
To recognise how different places on the school grounds make me feel.	• I can ask and answer questions about features on the school grounds. • I can draw symbols to show the places I have visited in school. • I can tell the class how the places I have visited made me feel.

Unit 2B: Would you prefer to live in a hot or cold place?

Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.

Outcomes:

- ✓ Name and locate the seven continents on a world map.
- ✓ Locate the North and the South Poles on a world map.
- ✓ Locate the Equator on a world map.
- ✓ Describe some similarities and differences between the UK and Kenya.
- ✓ Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- ✓ Recognise the features of hot and cold places.
- ✓ Locate some countries with hot or cold climates on a world map.

Learning Objectives	Learning Outcome
To name and locate the seven continents.	• 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.
To locate the North and South Poles.	• 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.
To locate the Equator on a world map.	• I know the Equator is an imaginary line around the middle of the Earth. • I can identify two countries located on the Equator. • I know some of the features found on the Equator.
To compare the UK and Kenya.	• 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.
To investigate local weather conditions.	• 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 climate on a world map.
To identify key features of hot and cold places.	• I can recognise three features of a hot place and three features of a cold place. • I can locate one hot country and one cold country on a world map. • I know why some countries are hotter or colder than others.

Unit 3B: What is it like in Shanghai?

Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

Outcomes:

- ✓ Give examples of human and physical features.
- ✓ Identify features they see on a walk.
- ✓ Explain the location of features using some directional language.
- ✓ Use an aerial photograph to locate physical and human features.
- ✓ Draw simple pictures or symbols on a sketch map.
- ✓ Draw compass points.
- ✓ Name the continent they live in.
- ✓ Use an atlas to locate the UK and China on a world map.
- ✓ Use an atlas to locate Europe and Asia on a world map.
- ✓ Identify China's physical and human geography.

- ✓ Sort physical and human features using photographs.
- ✓ Identify physical and human features in images of Shanghai.
- ✓ Compare Shanghai to their locality.
- ✓ Identify similarities and differences between human and physical features.

Learning Objectives	Learning Outcomes
To recognise physical and human features.	• 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.
To draw a sketch map.	• I can use an aerial photograph to draw a simple sketch map. • I can use symbols and colours to represent features. • I can draw physical and human features on a map.
To name and locate some continents on a world map.	• 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.
To identify physical and human features of a non-European country.	• 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.
To describe what it is like in Shanghai.	• 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.
To compare Shanghai to a small area of the UK.	• 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.

Lower Key Stage 2

Year A

Unit 1A: Why do people live near volcanoes?

Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.

Outcomes:

- ✓ Name all four layers of the Earth in the correct order, stating one fact about each layer.
- ✓ Explain one or more ways a mountain can be formed.
- ✓ Give a correct example of a mountain range and its continent.
- ✓ Describe a tectonic plate and know that mountains occur along plate boundaries.
- ✓ Correctly label the features of shield and composite volcanoes and explain how they form.
- ✓ Name three ways in which volcanoes can be classified.
- ✓ Describe how volcanoes form at tectonic plate boundaries.
- ✓ Explain a mix of negative and positive consequences of living near a volcano.
- ✓ State whether they would or would not want to live near a volcano.
- ✓ State that an earthquake is caused when two plate boundaries move and shake the ground.
- ✓ Explain that earthquakes happen along plate boundaries.
- ✓ List some negative effects that an earthquake can have on a community.
- ✓ Observe, digitally record and map different rocks using a symbol on a map.
- ✓ Identify rock types and their origins based on collected data.

Learning Objective	Learning Outcome
To name and describe the layers of the Earth.	• 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.
To explain how and where mountains are formed.	• 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.
To explain why volcanoes happen and where they occur.	• 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.
To recognise the negative and positive effects of living near a volcano.	• I can describe the negative and positive effects of living near a volcano. • I can summarise why people live near volcanoes.

To explain what earthquakes are and where they occur.	• I can state what an earthquake is. • I can describe where earthquakes happen. • I can describe the negative effects of earthquakes.
To observe and record the location of rocks around the school grounds and discuss findings.	• I can observe different rocks and record them digitally. • I can use a symbol on a map to show where I found the rocks. • I can identify the types of rocks and discuss where they have come from.

Unit 2A: Why are rainforests important to us?

Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.

Outcomes:

- ✓ Describe a biome and give an example.
- ✓ State the location and some key features of the Amazon rainforest.
- ✓ Name and describe the four layers of tropical rainforests.
- ✓ Understand that trees and plants adapt to living in the rainforest and give an example.
- ✓ Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- ✓ Name one way in which the Amazon is changing.
- ✓ Articulate why the Amazon rainforest is important.
- ✓ Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- ✓ Use a variety of data collection methods with support.
- ✓ Summarise how the local woodland is used and suggest changes to improve the area.

Learning Objective	Learning Outcome
To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	• 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.
To describe the characteristics of each layer of a tropical rainforest.	• 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.
To understand the lives of indigenous peoples living in the Amazon rainforest.	• 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.
To describe why tropical rainforests are important and understand the threats to the Amazon.	• 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.
To understand how local woodland is used using a variety of data collection methods.	• 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.

Unit 3A: Where does our food come from?

Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.

Outcomes:

- ✓ Identify that different foods grow in different biomes and say why.
- ✓ Explain which food has the most significant negative impact on the environment.
- ✓ Consider a change people can make to reduce the negative impact of food production.
- ✓ Describe the intentions around trading responsibly.
- ✓ Explain that food imports can be both helpful and harmful.
- ✓ Describe the journey of a cocoa bean.
- ✓ Locate countries on a blank world map using an atlas.
- ✓ Use a scale bar correctly to measure approximate distances.
- ✓ Collect data through an interview process.
- ✓ Analyse interview responses to answer an enquiry question.
- ✓ Discuss any trends in data collected.

Learning Objective	Learning Outcome
To explain the impact of food choices on the environment.	• 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.
To understand the importance of trading responsibly.	• 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.
To describe the journey of a cocoa bean.	• 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.
To map and calculate the distance food has travelled.	• I can label countries on a world map using an atlas. • I can use the scale bar on a map to calculate approximate food mileage. • I can ask questions about where the food I eat comes from.
To design and use data collection methods to find where our food comes from.	• I can collect data from an interview. • I can analyse information from an interview. • I can describe the features of a questionnaire.
To discuss the advantages and disadvantages of buying both locally and imported food.	• I can describe the limitations of questionnaires. • I can create a balanced argument about where to buy food from. • I can present the answers to an enquiry question.

Year B

Unit 1B: Who lives in Antarctica?

Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.

Outcomes:

- ✓ Describe what lines of latitude and longitude are, giving an example.
- ✓ Understand that the Northern and Southern Hemispheres experience seasons at different times.
- ✓ Define what climate zones are.
- ✓ Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- ✓ Describe Antarctica's location in the far south of the globe.
- ✓ State that tourism and research are the two main reasons people visit Antarctica.
- ✓ Describe equipment researchers might use and clothes they wear.
- ✓ List some of the research carried out in Antarctica.
- ✓ State the outcome of Shackleton's expedition.
- ✓ Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- ✓ Describe a similarity and difference between life in the UK and life in Antarctica.
- ✓ Confidently use the zoom function on a digital map.
- ✓ Begin to recall the eight points of a compass, following at least four of them.
- ✓ Recognise and describe features on their school grounds from an aerial map.
- ✓ Draw a map of the route they take on an expedition.
- ✓ State one thing that went well on the expedition and one aspect that did not go as hoped.

Learning Objective	Learning Outcome
To understand the position and significance of lines of latitude.	• 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.
To describe the location and physical features of Antarctica.	• 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.
To describe the human features of Antarctica.	• 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.
To use four-figure grid references to plot Shackleton's route to Antarctica.	• 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.
To plan a simple route on a map using compass points.	• 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.
To follow instructions involving compass points and map a simple route.	• I can begin to follow instructions using the eight points of a compass. • I can map the route taken on a map. • I can evaluate my expedition.

Unit 2B: Are all settlements the same?

Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.

Outcomes:

- ✓ Locate some cities in the UK.
- ✓ Describe the difference between villages, towns and cities.
- ✓ Identify features on an OS map using the legend.
- ✓ Describe the different types of land use.
- ✓ Follow a route on an OS map.
- ✓ Discuss reasons for the location of human and physical features.
- ✓ Locate some geographical regions in the UK.
- ✓ Identify and begin to offer explanations about changes to features in the local area.
- ✓ Describe the location of New Delhi.
- ✓ Identify some human and physical features in New Delhi.
- ✓ State some similarities and differences between land use and features in New Delhi and the local area.

Learning Objective	Learning Outcome
To describe different types of settlements.	• 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.
To identify the human and physical features in the local area.	• 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.
To discuss why physical and human features are in particular locations.	• 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.
To describe how land use in the local area has changed.	• I can locate some of the geographical regions of the UK. • I can identify how land use in my local area has changed. • I can discuss why land use may have changed.
To identify land use in New Delhi.	• 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.

Unit 3B: What are rivers and how are they used?

Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.

Outcomes:

- ✓ Identify water stores and processes in the water cycle.
- ✓ Describe the three courses of a river.
- ✓ Name the physical features of a river.
- ✓ Name some major rivers and their location.
- ✓ Describe different ways a river is used.
- ✓ List some of the problems around rivers.
- ✓ Describe human and physical features around a river.
- ✓ Identify the location of a river on an OS map.
- ✓ Make a judgement on the environmental quality in a river environment.
- ✓ Make suggestions on how a river environment could be improved.

Learning Objective	Learning Outcome
To describe how the water cycle works.	• I can identify the different ways water is stored. • I can explain the different ways water moves. • I can explain how water is recycled.
To recognise the features and courses of a river.	• 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.
To name and locate some of the world's longest rivers.	• 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.
To describe how rivers are used.	• 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.
To identify and locate human and physical features on a map.	• 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.
To collect data on the features of a local river.	• I can identify the features of a river. • I can judge the quality of the environment using a Likert scale. • I can make suggestions about how to improve the river environment.

Upper Key Stage 2

Year A

Unit 1A: What is life like in the Alps?

Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.

Outcomes:

- ✓ Locate the Alps on a world map and identify and label the eight countries they spread through.
- ✓ Locate three physical and three human characteristics in the Alps.
- ✓ Research and describe the physical and human features of Innsbruck.
- ✓ Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- ✓ Compare the human and physical geography of their local area and Innsbruck.
- ✓ Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

Learning Objective	Learning Outcome
To locate the Alps on a map.	• 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.
To locate the key physical and human characteristics of the Alps.	• 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.
To describe the physical and human features of an Alpine region.	• 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.
To investigate what there is to do in the local area using data collection.	• 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.

To understand similarities and differences between the local area and an Alpine area.	• 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.
To understand the human and physical geography of the Alps.	• 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.

Unit 2A: Would you like to live in the desert?

Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.

Outcomes:

- ✓ Identify the lines of latitude where hot desert biomes are located.
- ✓ Describe the characteristics of a hot desert biome.
- ✓ Locate the largest deserts in each continent.
- ✓ Describe ways the Mojave Desert is used.
- ✓ Name and describe the physical features found in a desert.
- ✓ Identify how humans use the desert.
- ✓ Explain how human activity may contribute to the changing climate and landscape of a desert.
- ✓ Recognise that the Mojave Desert has a different time zone to the UK.
- ✓ Describe some of the threats to deserts.
- ✓ Give the benefits and drawbacks of living in a desert environment.
- ✓ Identify characteristics of two contrasting biomes and compare land use.
- ✓ Discussing if a desert environment is hospitable and why.

Learning Objective	Learning Outcome
To summarise the characteristics of a desert biome.	• 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.
To locate and explore features of deserts.	• 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.
To describe the physical features of a desert environment.	• 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.
To explain the different ways humans can use deserts.	• 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.
To describe some of the threats facing deserts.	• 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.
To explore the similarities and differences between two physical environments.	• 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.

Unit 3A: Where does our energy come from?

Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.

Outcomes:

- ✓ Describe the significance of energy.
- ✓ Give examples of sources of energy and their trading routes.
- ✓ Define renewable and non-renewable energy.
- ✓ Discuss the benefits and drawbacks of different energy sources.
- ✓ Describe the significance of the Prime Meridian.
- ✓ Identify human features on a digital map.
- ✓ Discuss how transport links have changed over time.
- ✓ Locate UK cities on a map.
- ✓ Use six-figure grid references to identify features on an OS map.
- ✓ Consider and justify the location of energy sources.
- ✓ Design and use interview questions.
- ✓ Plot points on a sketch map.

Leaning Objectives	Learning Outcomes
To know why energy sources are important.	• I can describe what we use energy for. • I can give examples of different sources of energy. • I can map significant energy trading routes.
To understand the benefits and drawbacks of different energy sources.	• 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 discuss what to consider when deciding which energy source to use.
To understand how energy is generated in the United States.	• 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.
To know how energy sources are distributed in an area.	• 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.
To explain reasons for choosing an energy source.	• 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.
To collect and present data on where to position a solar panel on the school grounds.	• 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.

Year B

Unit 1B: Why does the population change?

Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

Outcomes:

- ✓ Identify the most densely and sparsely populated areas.
- ✓ Describe the increase in global population over time.
- ✓ Begin to describe what might influence the environments people live in.
- ✓ Define birth and death rates, suggesting what may influence them.
- ✓ Define migration, discussing push and pull factors.
- ✓ Explain why some people have no choice but to leave their homes.
- ✓ Describe the causes of climate change, explaining its impact on the global population.
- ✓ Suggest an action they can take to fight climate change.
- ✓ Calculate the length of a route to scale.
- ✓ Follow a selected route on an OS map.
- ✓ Use a variety of data collection methods, including using a Likert scale.

- ✓ Collect information from a member of the public.
- ✓ Create a digital map to plot and compare data collected from two locations.
- ✓ Suggest an idea to improve the environment.

Leaning Objectives	Learning Outcomes
To understand the change and distribution of the global population.	• 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
To define birth and death rates and describe why they change.	• 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.
To recognise the push and pull factors influencing migration.	• I can define migration. • I can describe push and pull factors. • I can explain why some migration is involuntary.
To begin to understand the impact climate change can have on the global population.	• 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.
To collect data showing how population impacts the amount of traffic and litter in an area.	• 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.
To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	• 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.

Unit 2B: Why do oceans matter?

Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.

Outcomes:

- ✓ Describe the water cycle.
- ✓ Describe how the ocean is used for human activity.
- ✓ Explain how the ocean helps to regulate the Earth's climate and temperature.
- ✓ Identify the Great Barrier Reef as part of Australia.
- ✓ Describe the benefits of the Great Barrier reef.
- ✓ Describe how humans impact the oceans and the consequences of this.
- ✓ Explain some actions that can be taken to help support healthy oceans.

- ✓ Explain which data collection method would be best for marine fieldwork and why.
- ✓ Collect data using a tally chart, photographs and a sketch map.
- ✓ Safely navigate the fieldwork environment.
- ✓ Make suggestions for how to improve a marine environment.
- ✓ Present data using a tally chart and pie chart.

Leaning Objectives	Learning Outcomes
To explain the importance of our oceans.	• 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.
To locate and describe the significance of the Great Barrier Reef.	• 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.
To explain the impact humans have on coral reefs and oceans.	• 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.
To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	• I can explain ways to support our oceans. • I can justify methods for data collection. • I can identify potential risks during fieldwork.
To collect data on the types of litter polluting a marine environment.	• I can collect quantitate 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.
To present, analyse and evaluate data collected.	• 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.

Unit 3B: Can I carry out an independent fieldwork enquiry?

Observing, measuring, recording and presenting their own fieldwork study of the local area.

Outcomes:

- ✓ Give examples of issues in the local area.
- ✓ Identify questions to be asked to find the relevant data.
- ✓ Justify which data collection method is most suitable.
- ✓ Design an accurate data collection template.
- ✓ Identify areas along a route that are best for data collection.

- ✓ Discuss how to mediate potential risks.
- ✓ Collect data at points located on an OS map.
- ✓ Manage risks during a fieldwork trip.
- ✓ Identify any outcomes from data collected.
- ✓ Map data digitally.
- ✓ Describe the enquiry process.

Leaning Objectives	Learning Outcomes
To develop an enquiry question.	• 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.
To determine the most effective data collection methods for fieldwork.	• 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.
To plan a route for a fieldwork trip.	• 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.
To collect the data to answer the enquiry question.	• I can manage risks during fieldwork. • I can follow a route on an OS map. • I can record data using a variety of methods.
To determine an answer to the enquiry question.	• 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.
To present my findings.	• I can select data to include in a presentation. • I can present data using my chosen method. • I can discuss the process to collect data.