



## **KS1 and KS2 Geography LTP**

## Year 1

### Autumn 1

Unit of Work	Objectives	Key Subject Vocabulary
What is the Geography of where I live?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>● <b>Identify</b> and <b>describe</b> physical and human geographical features of a range of environments and <b>understand</b> that geography is the study of how people are connected with these environments;</li><li>● Use a number of GIS layers of <i>Google Earth</i> to <b>identify</b> and <b>observe</b> familiar physical and human geographical features of the immediate vicinity of their school;</li><li>● <b>Identify</b> and <b>locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;</li><li>● Using a range of layers in <i>Google Earth</i> GIS imagery, <b>identify, describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school;</li><li>● <b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories;</li><li>● Through fieldwork <b>observe</b> and <b>record</b> in a variety of ways, significant examples of physical and human geographical features of the local area;</li><li>● Use interactive online mapping to plot, <b>describe</b> and <b>explain</b> a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features;</li><li>● <b>Recognise, identify</b> and <b>locate</b> the key human and physical geographical features of their own home area and offer <b>reasons</b> for any current changes in land use;</li></ul>	<p>Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.</p>

# Year 1

## Autumn 2

Unit of Work	Objectives	Key Subject Vocabulary
Why do we love being beside the seaside so much?	<p>During the enquiry, pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>● <b>Identify</b> and <b>describe</b> the main physical and human features of seaside environments;</li><li>● Provide <b>reasons</b> as to why it is important to protect living things at the seaside;</li><li>● <b>Describe</b> popular activities undertaken at the seaside;</li><li>● <b>Understand</b> the interdependence of living things in seaside environments;</li><li>● <b>Identify, describe</b> and <b>categorise</b> living things within a rock pool habitat;</li><li>● <b>Identify, categorise</b> and begin to <b>explain</b> the distribution of sea shells on a beach;</li><li>● <b>Identify, describe</b> and offer <b>reasons</b> for the presence of pollution on a beach;</li><li>● <b>Describe</b> and <b>explain</b> how people can take greater care of the seaside environment;</li><li>● <b>Describe</b> and <b>explain reasons</b> why seaside holidays have changed in living memory;</li><li>● <b>Identify, describe</b> and offer <b>reasons</b> for European flight destinations from their nearest regional airport;</li><li>● <b>Compare</b> and <b>contrast</b> modern day experiences of the seaside with those of older members of their families or the Victorians.</li></ul>	<p>Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.</p>

# Year 1

## Spring 1

Unit of Work	Objectives	Key Subject Vocabulary
How does the weather affect our lives?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>● <b>Identify</b> and <b>describe</b> the basic atmospheric elements of the weather;</li><li>● <b>Observe, measure</b> and <b>record</b> the elements of daily weather by using a variety of simple instruments and devices;</li><li>● <b>Present, describe</b> and offer <b>reasons</b> for some of the ways in which the weather has changed during the period of measurement;</li><li>● <b>Identify, describe</b> and begin to <b>explain</b> ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings;</li><li>● <b>Observe</b> how weather conditions change during the four seasons of the year and offer <b>reasons</b> for changes which occur;</li><li>● <b>Recognise</b> and <b>describe</b> how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another;</li><li>● <b>Observe</b> and offer <b>reasons</b> for the distribution of hot and cold places in the world;</li><li>● <b>Explain</b> in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles;</li><li>● <b>Compare and contrast</b> the environments of Antarctica and the Sahara Desert and begin to <b>explain</b> through <b>reasoning</b> the similarities and differences;</li><li>● <b>Understand</b> why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and <b>empathise</b> with the emotions they would have felt as a result;</li><li>● <b>Locate</b> the Amazon Basin on a labelled world map, <b>describe</b> its typical daily weather, suggest <b>reasons</b> for why it's so hot and wet and <b>explain</b> why it's so different from the Sahara Desert and Antarctica;</li></ul>	<p>Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.</p>

## Year 2

### Autumn 1

Autumn 1		
Unit of Work	Objectives	Key Subject Vocabulary
<b>Why don't penguins need to fly?</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Antarctic environment;</li> <li>● <b>Identify</b> ways in which penguins are adapted to the Antarctic environment;</li> <li>● <b>Identify</b> countries in Africa which lie within the Sahara Desert;</li> <li>● <b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Sahara Desert;</li> <li>● <b>Explain</b> why Antarctica is a desert despite being the coldest place on Earth;</li> <li>● <b>Describe</b> ways that the Arctic region and North Pole is similar to and different from (<b>compare and contrast</b>) Antarctica and the South Pole and offer <b>reasons</b> for such differences;</li> <li>● <b>Describe</b> and <b>explain</b> the components of the food chain of an Emperor Penguin;</li> <li>● <b>Identify</b> and <b>describe</b> 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;</li> <li>● <b>Compare and contrast</b> the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco);</li> <li>● <b>Explain</b> the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica;</li> <li>● Design and construct a simple model of a waterfall and use it to <b>identify</b> and <b>describe</b> some of its geographical features;</li> <li>● <b>Describe</b> and offer <b>reasons</b> why an ostrich doesn't need to fly and <b>explain</b> how this is very similar to a penguin.</li> </ul>	<p>Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle.</p>

## Year 2

### Autumn 2

Autumn 2		
Unit of Work	Objectives	Key Subject Vocabulary
Why does it matter where our food comes from?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Recognise</b> that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced;</li> <li>● <b>Identify, describe</b> and offer <b>reasons</b> for the main features of a dairy farm and <b>observe</b> how milk is used as a raw material in a wide range of dairy products;</li> <li>● <b>Identify</b> and <b>describe</b> the main geographical features of the physical landscape of Devon and <b>compare and contrast</b> these with some of the human features of its towns and cities;</li> <li>● Offer <b>reasons</b> and begin to <b>explain</b> why the weather in Devon makes it a good place for dairy farming;</li> <li>● <b>Compare and contrast</b> the average annual weather conditions in Devon with those of the United Kingdom as a whole;</li> <li>● <b>Describe</b> how cheese is manufactured on one Devon farm and how it is exported;</li> <li>● <b>Identify</b> the top 10 most popular fruits in the United Kingdom and <b>understand</b> why half of these are imported;</li> <li>● <b>Identify</b> and <b>describe</b> the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom;</li> <li>● <b>Explain</b> why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom;</li> <li>● <b>Identify</b> and <b>describe</b> how sugar is refined from sugar beet on British farms;</li> <li>● <b>Understand</b> why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle;</li> <li>● <b>Identify</b> and <b>categorise</b> fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported;</li> <li>● <b>Describe</b> and <b>explain</b> some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers;</li> <li>● <b>Identify</b> the animals from which common meats sold at butcher shops and supermarkets derive and <b>explain</b> what 'free-range' means and why this is beneficial;</li> <li>● <b>Identify</b> ingredients of the top 10 dishes cooked at home by people in Britain and <b>explain</b> whether these are home produced or imported</li> </ul>	<p>Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.</p>

## Year 2

### Spring 1

Spring 1		
Unit of Work	Objectives	Key Subject Vocabulary
<b>How does Kampong Ayer compare with where I live?</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify</b> and <b>describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;</li> <li>● <b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;</li> <li>● Using maps at various scales and online websites, <b>identify</b> time differences and <b>estimate</b> distances between the UK and Brunei and between the UK, Brunei and other locations in the world;</li> <li>● <b>Identify, describe</b> and <b>observe</b> the types of traditional homes found in Kampong Ayer and <b>compare and contrast</b> these with their own homes and through fieldwork <b>record</b> and <b>categorise</b> types of homes found in the locality of their school;</li> <li>● <b>Identify</b> the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering <b>reasons</b> for any similarities or differences <b>observed</b>; <b>Identify</b> and <b>describe</b> the main elements which make up the weather and <b>understand</b> that weather conditions change from one moment to the next;</li> <li>● <b>Observe</b> how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest <b>reasons</b> for this pattern;</li> <li>● <b>Describe</b> the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages;</li> <li>● <b>Identify</b> and <b>describe</b> appropriate forms of transport for particular journeys made and <b>explain</b> why boats and water taxis are used by almost everyone in Kampong Ayer;</li> <li>● <b>Understand</b> in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity;</li> <li>● <b>Recognise, describe</b> and suggest <b>reasons</b> for the similarities between a school/ school life in one school in Kampong Ayer and their own school;</li> <li>● <b>Identify</b> and <b>describe</b> the structure of typical tropical rainforest in Brunei;</li> <li>● <b>Describe</b>, offer <b>reasons</b> and <b>explain</b> how living things in tropical rainforests are adapted to cope in extreme heat and rain; <b>Compare and contrast</b> the structure of a tropical rainforest with a wood in the local area;</li> <li>● Use <i>Google Earth</i> to <b>identify, locate</b> and begin to <b>explain</b> the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</li> </ul>	<p>Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.</p>

## Year 3

### Autumn 1

Unit of Work	Objectives	Key Subject Vocabulary
Why do some earthquakes cause more damage than others?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>• <b>Locate</b> and <b>describe</b> the effects of the Christchurch earthquake of 2011 from a range of sources;</li><li>• <b>Observe</b> and <b>record</b> the distribution of earthquakes in New Zealand over the past two hundred years;</li><li>• <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;</li><li>• <b>Describe</b> and <b>explain</b> why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;</li><li>• <b>Understand</b> through <b>explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;</li><li>• <b>Identify, describe</b> and <b>explain</b> the causes of volcanoes;</li><li>• <b>Explain</b> why volcanoes often occur at the same location as earthquakes in places such as New Zealand;</li><li>• <b>Locate, describe</b> and <b>explain</b> why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</li></ul>	<p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.</p>

## Year 3

### Autumn 2

Autumn 2		
Unit of Work	Objectives	Key Subject Vocabulary
<b>Beyond the Magic Kingdom: what is the Sunshine State really like?</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify, describe</b> and <b>explain</b> the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida;</li> <li>● <b>Identify, locate, compare and contrast</b> the constituent states of the United States of America and <b>recognise</b> and <b>describe</b> key geographical features of one state other than Florida;</li> <li>● <b>Describe</b> and <b>explain</b> the historical significance of the Maya civilisation and suggest <b>reasons</b> for its catastrophic end;</li> <li>● <b>Observe, describe, explain</b> and begin to draw <b>conclusions</b> about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world;</li> <li>● <b>Recognise</b> and <b>describe</b> the key geographical features of a peninsula and <b>compare and contrast</b> the Floridian peninsula with a number of peninsulas at different locations around the world;</li> <li>● <b>Recognise</b> the key human and physical features and achievements of the Kennedy Space Centre in Florida and <b>explain</b> the geographical reasons for its location;</li> <li>● <b>Describe</b> and <b>explain</b> why sea turtles which live in the waters around Florida are endangered and reach a <b>judgement</b> as to how they might be conserved for the future;</li> <li>● <b>Compare and contrast</b> the climate of the United Kingdom and Florida and <b>identify</b> and <b>explain</b> the main differences particularly in relation to temperature and sunshine hours;</li> <li>● Reach a <b>conclusion</b> and make a <b>judgement</b> as to the best time climatically for British tourists to holiday in Florida;</li> <li>● <b>Identify, describe</b> and <b>explain</b> how hurricanes form and why they present such a threat to the people of Florida and <b>understand</b> the range of ways in which residents take measures to protect themselves and property from potential damage;</li> <li>● <b>Locate, describe and explain</b> why the Everglades are a National Park.</li> </ul>	<p>Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.</p>

## Year 3

### Spring 1

Spring 1		
Unit of Work	Objectives	Key Subject Vocabulary
<b>Why do so many people live in megacities?</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Observe</b> and <b>describe</b> the key features of cities and suggest <b>reasons</b> for why people live in cities of such high density;</li> <li>● <b>Describe</b> and begin to <b>explain</b> the distribution of megacities across the continents of the world;</li> <li>● <b>Explain</b> some of the <b>reasons</b> why Baghdad was the first city in the world with a million inhabitants;</li> <li>● <b>Identify</b> and <b>locate</b> the top 10 cities in the United Kingdom with the largest populations and <b>compare and contrast</b> these with the top 10 fastest-growing cities in the country;</li> <li>● <b>Understand</b> the main <b>reasons</b> why the population of any city can increase and <b>explain</b> why Milton Keynes in particular is the fastest-growing city in the United Kingdom;</li> <li>● <b>Recognise</b> and <b>locate</b> the largest cities in South America;</li> <li>● <b>Describe</b> and offer <b>reasons</b> for the features of the city of Brasília, capital of Brazil;</li> <li>● <b>Explain</b> and <b>conclude</b> why the Brazilian government built a new capital city in 1960;</li> <li>● <b>Compare and contrast</b> the benefits and disadvantages of city life and reach a <b>judgement</b> as to which is most significant;</li> <li>● <b>Identify, describe</b> and <b>explain</b> some of the main geographical features of one of the top 40 megacities in the world.</li> </ul>	<p>Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.</p>

## Year 4

### Autumn 1

Unit of Work	Objectives	Key Subject Vocabulary
How and why is my local environment changing?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>● <b>Identify, describe</b> and give <b>reasons</b> for why environments change;</li><li>● <b>Explain</b> with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;</li><li>● <b>Observe, record</b> and <b>explain</b> changes that have occurred in the past to the school and its grounds and its immediate environment;</li><li>● <b>Identify, describe</b> and <b>explain</b> how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual;</li><li>● Demonstrate <b>understanding</b> of how the quality of the environment may change within the local area and make <b>judgements to explain observations</b>;</li><li>● <b>Recognise</b> how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and <b>identify</b> and <b>explain</b> specific examples of change from NASA images of locations around the world;</li><li>● <b>Describe</b> and <b>explain</b> the impact of environmental change in one threatened region of the world.</li></ul>	<p>Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>

## Year 4

### Autumn 2

Autumn 2		
Unit of Work	Objectives	Key Subject Vocabulary
How can we live more sustainably?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Describe</b> and <b>explain</b> using examples what living sustainably means;</li> <li>● <b>Identify, describe</b> and <b>explain</b> the differences between renewable and non-renewable resources;</li> <li>● Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to <b>identify</b> and <b>explain</b> priorities to help the school become more sustainable;</li> <li>● <b>Understand</b> in basic terms how solar panels and wind turbines generate electricity;</li> <li>● <b>Identify, describe</b> and offer <b>reasons</b> for how sources of energy used to make electricity in the United Kingdom are changing;</li> <li>● <b>Explain</b> how electricity is generated in hydroelectric power stations;</li> <li>● <b>Understand</b> why creating new habitats for birds are good examples of sustainable development;</li> <li>● <b>Describe, observe, explain</b> and make a <b>judgement</b> as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable;</li> <li>● <b>Recognise</b> and <b>explain</b> ways in which their lives at home could be more environmentally sustainable.</li> </ul>	<p>Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.</p>

## Year 4

### Spring 1

Unit of Work	Objectives	Key Subject Vocabulary
Why are jungles so wet and deserts so dry?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"><li>● <b>Observe, describe</b> and <b>explain</b> in basic terms the pattern of climate in the United Kingdom;</li><li>● <b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world;</li><li>● <b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</li><li>● <b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to reach <b>conclusions</b> and <b>make judgements</b>;</li><li>● <b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there;</li><li>● <b>Observe, describe</b> and <b>explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li><li>● <b>Describe</b> the natural environment of the Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world;</li><li>● <b>Identify, locate; describe</b> and <b>explain</b> how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</li></ul>	<p>Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>

## Year 5

### Autumn 1

Autumn 1		
Unit of Work	Objectives	Key Subject Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How do volcanoes affect the lives of people on Hiemaey?</p>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify, recognise</b> and <b>describe</b>, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;</li> <li>● <b>Identify, describe</b> and <b>compare and contrast</b> the countries of Europe;</li> <li>● <b>Recognise, describe</b> and <b>explain</b> the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;</li> <li>● <b>Compare and contrast</b>, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;</li> <li>● <b>Explain</b> and reach a <b>judgement</b>, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey;</li> <li>● <b>Explain</b> how volcanoes form, <b>observe</b> the global pattern of volcanoes correctly and suggest plausible geographical <b>reasons</b> for this distribution;</li> <li>● <b>Understand</b> how and why the environment of Hiemaey has changed over time and reach <b>conclusions</b> and make <b>judgements</b> about the positive and negative impact of these changes on the ways of life of the people of Hiemaey;</li> <li>● <b>Understand</b> the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails;</li> <li>● Make a <b>reasoned geographical judgement</b>, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.</li> </ul>	<p>Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.</p>

## Year 5

### Autumn 2

Autumn 2		
Unit of Work	Objectives	Key Subject Vocabulary
<b>What is a river?</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify</b> and <b>describe</b> how physical features of rivers change from source to mouth;</li> <li>● Offer <b>reasons</b> to <b>explain</b> why the course of a river changes as it flows from higher to lower ground;</li> <li>● Use OS maps, aerial photographs and GIS to <b>recognise, describe, compare and contrast</b> and <b>explain</b> how physical features change along the course of a river;</li> <li>● Use a range of fieldwork techniques to <b>measure, record</b> and <b>present</b> and <b>explain</b> changes along a section of a local river and to <b>reach a conclusion</b> as to whether it constitutes a healthy habitat for living things;</li> <li>● <b>Identify</b> and <b>describe</b> the features of river estuaries and <b>explain</b> why they are such important ecosystems for wildlife;</li> <li>● <b>Describe</b> the components of the hydrological or water cycle and <b>explain</b> the important role that rivers play;</li> <li>● <b>Recognise, describe</b> and <b>explain</b> the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and <b>evaluate</b> the evidence and <b>make a judgement</b> about the causes of its sudden decline and closure;</li> <li>● <b>Interpret</b> a range of geographical evidence to reach a <b>conclusion</b> as to why Bangladesh is at such a risk of serious annual river flooding;</li> <li>● <b>Reflect</b> upon and <b>evaluate</b> the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall;</li> <li>● <b>Understand</b> climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London;</li> <li>● <b>Explain</b> why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and <b>evaluate</b> some of its geographical impacts.</li> </ul>	<p>River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.</p>

## Year 5

### Spring 1

Spring 1		
Unit of Work	Objectives	Key Subject Vocabulary
Why are mountains so important?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Recognise, identify</b> and <b>explain</b> what geographers define as mountains and <b>understand</b> how this can lead to disagreements;</li> <li>● <b>Identify, locate</b> and <b>describe</b> the location of the largest ranges of mountains in the world and the countries that they cover;</li> <li>● <b>Explain</b> how the movement of plates of the Earth's crust can form ranges of fold mountains;</li> <li>● <b>Reflect</b> upon, <b>evaluate</b> evidence and reach a <b>conclusion</b> and <b>judgement</b> regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924;</li> <li>● Demonstrate that they <b>understand</b> how fossils form and can <b>explain</b> why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;</li> <li>● <b>Identify, describe, compare and contrast</b> and <b>explain</b> the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;</li> <li>● <b>Measure, record, compare and contrast</b> climate data for Derek's farm with where they live and begin to offer <b>reasons</b> for their <b>observations</b>;</li> <li>● <b>Explain</b> and reach a <b>conclusion</b> as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east;</li> <li>● <b>Identify, locate, describe</b> and <b>explain</b> the tourist attractions of the Cambrian Mountains by <b>interpreting</b> and <b>making judgements</b> from evidence presented on Ordnance Survey maps;</li> <li>● <b>Evaluate</b> a range of evidence to make a <b>judgement</b> as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago;</li> <li>● <b>Understand</b> that even 'green' and 'renewable' energy schemes will have environmental costs, <b>evaluate</b> both sides of an argument and make a <b>judgement</b> about the most appropriate way forward;</li> <li>● <b>Understand</b> why Scotland is an attractive winter sports centre.</li> </ul>	<p>Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.</p>

## Year 6

### Autumn 1

Autumn 1		
Unit of Work	Objectives	Key Subject Vocabulary
How is climate change affecting the world?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify, describe</b> and <b>explain</b> why communities in The Gambia are being affected by changes in weather patterns associated with climate change and <b>evaluate</b> the impact on people;</li> <li>● <b>Evaluate</b> a range of evidence, reach a <b>conclusion</b> and make <b>judgements</b> as to the impact on people of changing weather patterns in Victoria in Southeast Australia;</li> <li>● <b>Understand</b> why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make <b>judgements</b> about what should be included in them;</li> <li>● <b>Reflect</b> upon and <b>evaluate</b> different viewpoints and reach a personal <b>judgement</b> about the implications of changing weather patterns on the people of Greenland;</li> <li>● <b>Identify, describe, compare and contrast</b> and <b>explain</b> how global warming is affecting weather patterns around the world and evaluate its impact in different places;</li> <li>● <b>Understand</b> how and why countries around the world have acted to reduce global warming and reach a <b>judgement</b> about how effective this might be;</li> <li>● <b>Understand</b> how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions;</li> <li>● <b>Describe</b> and <b>explain</b> how each of the main renewable sources of energy works, <b>evaluate</b> their advantages and disadvantages and make a <b>judgement</b> regarding which would be most suitable for the poorest countries in the world.</li> </ul>	<p>Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.</p>

## Year 6

### Autumn 2

Autumn 2		
Unit of Work	Objectives	Key Subject Vocabulary
Why is fair trade fair?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Describe</b> and <b>explain</b> why the Silk Road was the most important trading route in the history of the world; <b>evaluate</b> and <b>reflect</b> upon some of the changes that occurred as a result of the movement of people and commodities along it;</li> <li>● <b>Explain</b> why and how countries trade with each other, <b>identify</b> and <b>describe</b> the commodities that are most frequently traded and <b>evaluate</b> some benefits and disadvantages of trading;</li> <li>● <b>Compare and contrast</b> the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and <b>describe</b> and <b>explain</b> the differences;</li> <li>● <b>Describe, explain</b> and <b>reflect</b> on why the terms of international trade are not always fair for some producers of goods in other countries around the world;</li> <li>● <b>Explain</b> what Fairtrade is <b>compare and contrast</b> the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and <b>evaluate</b> and <b>judge</b> the benefits to be gained from Fairtrade certification;</li> <li>● <b>Evaluate</b> and <b>judge</b> the extent to which their school currently engages with Fairtrade, <b>understand</b> any constraints that exist; <b>reflect</b> and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status;</li> <li>● <b>Understand</b> what the ethical production and purchasing of clothes entails, <b>evaluate</b> and reach a <b>judgement</b> regarding the practice of popular clothing companies.</li> </ul>	<p>Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.</p>

## Year 6

### Spring 1

Spring 1		
Unit of Work	Objectives	Key Subject Vocabulary
Who are Britain's National Parks for?	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify, locate, describe</b> and <b>explain</b> the distribution of the 15 National Parks in the UK;</li> <li>● <b>Observe</b> and <b>record</b> the common key natural features of the National Parks of the UK and <b>explain</b> why they are referred to as the country's 'breathing spaces';</li> <li>● <b>Recognise</b> those other special qualities of National Parks which are referred to as 'cultural heritage' and <b>reflect</b> on the importance of their own cultural heritage in the context of this;</li> <li>● <b>Recognise, describe</b> and <b>explain</b> how National Parks actively encourage visitors to enjoy and learn about what makes them special;</li> <li>● <b>Identify</b> and <b>record</b> the key physical and human geographical features of Southwest England and <b>compare and contrast</b> the proportion of protected land here with other regions of the UK;</li> <li>● <b>Identify, describe</b> through <b>observation</b> of the landscape of The Valley of Rocks in Exmoor National Park, and <b>explain</b> the attraction of this area for visitors such as artists;</li> <li>● <b>Identify, describe</b> and, through <b>observation, offer reasons</b> for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, <b>evaluate</b> the reflections of others and reach a <b>judgement</b> about its purpose;</li> <li>● <b>Recognise, describe</b> and <b>explain</b> the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK;</li> <li>● <b>Understand</b> who looks after National Parks in the UK and <b>reflect</b> upon and <b>evaluate</b> the importance of the jobs that people do;</li> <li>● <b>Compare and contrast</b> the Everglades National Park with Dartmoor and Exmoor National Park and <b>understand through explanation</b> the main similarities and differences between National Parks in the UK and those in the USA;</li> <li>● <b>Locate</b> and <b>describe</b> the geographical features of an additional National Park in the USA and <b>explain</b> why it received designation.</li> </ul>	<p>National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze-thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.</p>