



GEOGRAPHY CURRICULUM KNOWLEDGE AND SKILLS

CYCLE A

Class 1 - Reception

Year	Knowledge	Skills
EYFS Autumn	<p><u>My Place in the World</u></p> <p><u>Session 1 - What type of home do I live in?</u></p> <ul style="list-style-type: none"> • Know what a home is and name different types of homes. • Identify key features of the home they live in. • Identify key features of different homes. <p><u>Session 2 - What is a map?</u></p> <ul style="list-style-type: none"> • Understand what a map is. • Know that maps help us find places and give directions. • Identify different features that are shown on a map such as land and water. <p><u>Session 3 - What is around our local area?</u></p> <ul style="list-style-type: none"> • Identify a range of different places in the local area. • Name a range of different places in the local area. <p><u>Session 4 - Who helps us in our local area?</u></p> <ul style="list-style-type: none"> • Identify important buildings in our local area. • Name people who work in these important buildings and their professions. 	<p><u>Session 1 - What type of home do I live in?</u></p> <ul style="list-style-type: none"> • Recognise different types of homes. • Describe the home they live in. • Explain the similarities and differences between a range of homes. <p><u>Session 2 - What is a map?</u></p> <ul style="list-style-type: none"> • Explore a range of different types of maps. • Begin to recognise simple symbols on a map. • Draw a route from one place to another, using symbols to show features on the route. • Explain how they would get from A to B on their own map or on a familiar route. <p><u>Session 3 - What is around our local area?</u></p> <ul style="list-style-type: none"> • Describe some key features of the local area. • Create the local area using construction materials such as blocks. • Explain the journey to a place in the local area.

Session 5 - What is transport?

- Identify / know and name common modes of transport.
- Identify / know the modes of transport in the local area.

Links to Early Learning Goals:

- UW - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
- UW-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- UW - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- EAD-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- EAD - Invent, adapt and recount narratives and stories with peers and their teacher.
- EAD - Share their creations, explaining the process they have used.
- PD - Begin to show accuracy and care when drawing.
- PD - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- CL- Make comments about what they have heard and ask questions to clarify their understanding.
- CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- CL- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- CL- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Session 4 - Who helps us in our local area?

- Describe why important buildings (these places) are important in the local area.
- Explain who works in these buildings (their roles and their responsibilities).
- Draw pictures of the important buildings and / or people in the local area.

Session 5 - What is transport?

- Describe modes of transport in the local area.
- Create their own journey including different modes of transport.
- Explain why one mode of transport might be better than another for a particular journey.

	<p>Rocket Words (Vocabulary):</p> <p>Session 1 - home; safe; shelter; house; family.</p> <p>Session 2 - map; direction; symbol; clue; place.</p> <p>Session 3 - local; area; school; shop; journey.</p> <p>Session 4 - countryside; police station; fire station; hospital; city.</p> <p>Session 5 - transport; travel; vehicle; road; land.</p>	
<p>EYFS Spring</p>	<p><u>Exploring the United Kingdom</u></p> <p><u>Session 1 - What is the United Kingdom?</u></p> <ul style="list-style-type: none"> Identify some of the United Kingdom's flags and name the country each of these belongs to. Know that the United Kingdom is made up of four countries. <p><u>Session 2 - What is a city?</u></p> <ul style="list-style-type: none"> Begin to understand what a city is and identify some key features. Recall one key fact about a city. Name a city in the United Kingdom. <p><u>Session 3 - What is a seaside town?</u></p> <ul style="list-style-type: none"> Identify / name an example of a seaside town. Identify / name some key features of the seaside. <p><u>Session 4 - What food will I find in the United Kingdom?</u></p> <ul style="list-style-type: none"> Identify popular food from the United Kingdom and food they eat at home. Name some food that is grown in the United Kingdom. <p><u>Session 5 - What festivals and celebrations take place in the United Kingdom?</u></p> <ul style="list-style-type: none"> Identify and name a festival or celebration in the United Kingdom. Identify / state key features of a familiar festival or celebration. Recall a celebration that has been experienced in their own lives. <p><u>Links to Early Learning Goals:</u></p> <ul style="list-style-type: none"> UW - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p><u>Session 1 - What is the United Kingdom?</u></p> <ul style="list-style-type: none"> Recognise / locate the United Kingdom on a map or globe. Use the correct colours to represent the United Kingdom's flags. <p><u>Session 2 - What is a city?</u></p> <ul style="list-style-type: none"> Locate a city in the United Kingdom. Create a city using construction materials e.g. building blocks and label some key features. <p><u>Session 3 - What is a seaside town?</u></p> <ul style="list-style-type: none"> Recognise / label features of a seaside town. Compare seaside towns to other places in the UK. Sort features in relation to their locations (city, seaside, countryside). <p><u>Session 4 - What food will I find in the United Kingdom?</u></p> <ul style="list-style-type: none"> Match the food to the country in the United Kingdom it is traditionally from. Optional - to touch, smell or taste certain foods from around the United Kingdom. Draw, paint or craft favourite foods from the UK and explain why these are their favourite.

	<ul style="list-style-type: none"> • UW - Talk about the lives of the people around them and their roles in society. • UW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • UW - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • CL - Make comments about what they have heard and ask questions to clarify their understanding. • CL - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • CL - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • EAD - Share their creations, explaining the process they have used. • PSED - Work and play cooperatively and take turns with others. • PD - Begin to show accuracy and care when drawing. <p><u>Rocket Words (Vocabulary):</u> Session 1 - country; flag; globe; shape; pattern. Session 2 - traffic; building; landmarks; market; city. Session 3 - seaside; beach; town; pier; boat. Session 4 - food; taste; celebrate; scone; haggis. Session 5 - fireworks; family; celebration; festival; tradition.</p>	<p><u>Session 5 - What festivals and celebrations take place in the United Kingdom?</u></p> <ul style="list-style-type: none"> • Describe the key features of a familiar festival or celebration. • Create something / an item that represents a familiar celebration. • Explain the similarities and differences between different festivals and celebrations.
<p>EYFS Summer</p>	<p><u>All Around the World</u></p> <p><u>Session 1 - What is the world?</u></p> <ul style="list-style-type: none"> • Identify and name the land (continents) and sea (oceans) on a globe or map. • Know that there are seven continents and five oceans and that people live all over the world in different countries. • Recall one key fact about the world we live in. 	<p><u>Session 1 - What is the world?</u></p> <ul style="list-style-type: none"> • Locate examples of land or sea on a globe or map. • Locate the United Kingdom on a globe or map. • Explore different countries and explain how people might travel around different parts of the world. • Construct a model of the world (either individually or working as a group).

Session 2 - Where in the world is it cold?

- Identify cold places in the world and features of these environments.
- Know / identify what clothes to take to a cold place.

Session 3 - Where in the world is it hot?

- Identify hot places in the world and features of these environments.
- Name some different hot environments around the world.
- Identify different animals that live in each hot environment.
- Know / identify what clothes to take to a hot place.

Session 4 - What can we find in Asia?

- Know that Asia is a large continent made up of many different countries.
- Name some key features / landmarks of Asia.

Session 5 - What is life like on a tropical island?

- Understand / know what an island is (and name an example).
- Identify some tropical features.

Links to Early Learning Goals:

- UW- Know about similarities and differences in relation to places, objects, materials and living things.
- UW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- UW - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- CL - Use talk to connect ideas, explain what is happening, and anticipate what might happen next.
- CL - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Session 2 - Where in the world is it cold?

- Locate key cold places in the world (on a map).
- Describe features of cold environments.
- Explain the clothes to be worn in a cold place.
- Compare life in the United Kingdom to life in a cold country (similarities and differences).

Session 3 - Where in the world is it hot?

- Locate key hot places in the world (on a map).
- Describe features of hot environments.
- Explain the clothes to be worn in a hot place.
- Compare life in the United Kingdom to life in a hot country (similarities and differences).

Session 4 - What can we find in Asia?

- Identify / locate where Asia is on a world map or globe.
- Describe some key features of Asia.
- Optional - explore different tastes, smells and textures from Asia.
- Compare life in the United Kingdom to life in a country in Asia (similarities and differences).

Session 5 - What is life like on a tropical island?

- Compare life on a tropical island to the United Kingdom (similarities and differences).
- Write a simple postcard describing a trip to a tropical island.

- CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- CL - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- CL - Make comments about what they have heard and ask questions to clarify their understanding.
- PSED - Show sensitivity to others' needs and feelings, especially when sharing resources or working together.
- EAD - Invent, adapt and recount narratives and stories with peers and their teacher.
- Literacy - Write recognisable letters, most of which are correctly formed.

Rocket Words (Vocabulary):

Session 1 - world; land; ocean; continent; travel.

Session 2 - ice; cold; North Pole; Arctic; South Pole.

Session 3 - desert; trees; hot; rainforest; Africa.

Session 4 - mountain; culture; Asia; landmarks; food.

Session 5 - island; tropical; palm tree; reggae; reef.

Class 2 - Year 1/2

<p>Y1/2 Topic 1</p>	<p>My School</p> <p><u>Session 1 - Where do we live?</u></p> <ul style="list-style-type: none">• Understand that human features are man-made.• Name some human features within the school locality.• Understand that physical features are natural.• Name some physical features within the school locality. <p><u>Session 2 - What is a compass?</u></p> <ul style="list-style-type: none">• Name the four points on a compass. <p><u>Session 3 - What do maps tell us?</u></p> <ul style="list-style-type: none">• Know examples of positional language, in order to describe locations of landmarks.• Know the four compass points, in order to describe locations of landmarks. <p><u>Session 4 - How do we draw maps?</u></p> <ul style="list-style-type: none">• Understand a map shows where landmarks are located. <p><u>Session 5 - Are all schools the same?</u></p> <ul style="list-style-type: none">• Understand the basic differences between rural and urban areas.• Draw on own experience to identify features of rural and urban areas. <p><u>Session 6 - Where is my school?</u></p> <ul style="list-style-type: none">• Know some key landmarks in the area local to the school.• Know the main / key differences between rural and urban areas. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none">• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	<p><u>Session 1 - Where do we live?</u></p> <ul style="list-style-type: none">• Explore world maps to identify different countries.• Identify the area in which they live on a map of the United Kingdom.• Locate some physical and human features on an aerial map - label a simple map of the school.• Design a simple key (physical and human features). <p><u>Session 2 - What is a compass?</u></p> <ul style="list-style-type: none">• Identify and label the four points of a compass.• Explore the school grounds using a compass.• Use a compass to travel in the direction of North, South, East and West. <p><u>Session 3 - What do maps tell us?</u></p> <ul style="list-style-type: none">• Describe the location of a landmark using positional language.• Describe the location of a landmark using compass points.• Identify continents that are North, South, East and West of the United Kingdom.• Create a 3D map of a location (classroom) and label some key features. <p><u>Session 4 - How do we draw maps?</u></p> <ul style="list-style-type: none">• Draw a simple map of a familiar area.• Label a simple map of a familiar area. <p><u>Session 5 - Are all schools the same?</u></p> <ul style="list-style-type: none">• Describe / identify the differences between rural and urban schools.
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	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Rocket Words (Vocabulary):</u> Session 1 - aerial view; human features; physical features; map; features. Session 2 - travel; compass; direction; compass points; explorers. Session 3 - left; near; far; right; location. Session 4 - position; symbol; school; area; landmark. Session 5 - city; rural; urban; village; farm. Session 6 - human features; physical features; map; landmark; location.</p>	<ul style="list-style-type: none"> • Explain how life in rural and urban areas may differ - identify differences. • Sort a range of features of rural and urban areas. <p><u>Session 6 - Where is my school?</u></p> <ul style="list-style-type: none"> • Draw a simple map. • Draw a map and identify some key landmarks. • Draw a map and describe the local area. • Use aerial views and maps to practise use of compass points and positional language. • Identify key landmarks and human and physical features in both a rural and urban setting. • Draw symbols relating to a 'journey to school'.
<p>Y1/2 Topic 2</p>	<p><u>The United Kingdom</u></p> <p><u>Session 1 - Where is the United Kingdom?</u></p> <ul style="list-style-type: none"> • Know the four countries of the United Kingdom. • Know that the United Kingdom is made up of islands. • Know the difference between an ocean, a sea and a channel. <p><u>Session 2 - What are the four countries of the United Kingdom?</u></p> <ul style="list-style-type: none"> • Name the four countries in the United Kingdom. • Know / name the location of the four countries in the United Kingdom. • Know where the United Kingdom is on a world map. • Know the names of some seas surrounding the United Kingdom. <p><u>Session 3 - What is the weather like in the United Kingdom?</u></p> <ul style="list-style-type: none"> • Name some weather that happens in the United Kingdom. • Understand that different seasons can have an impact on the weather. 	<p><u>Session 1 - Where is the United Kingdom?</u></p> <ul style="list-style-type: none"> • Locate the United Kingdom on a map. • Locate the United Kingdom and the Republic of Ireland on a map. • Locate the United Kingdom and the Republic of Ireland on a map and label the surrounding seas. <p><u>Session 2 - What are the four countries of the United Kingdom?</u></p> <ul style="list-style-type: none"> • Locate the four countries of the United Kingdom. • Identify and describe the location of the four countries in the United Kingdom. • Explore some key human and physical features of the United Kingdom. • Use directional language to describe the location of the four United Kingdom countries.

Session 4 - What is the landscape like in the United Kingdom?

- Name / know different areas of the United Kingdom.
- Know that the landscape of the United Kingdom is diverse.
- Know some human and physical features of the United Kingdom.

Session 5 - What do we grow in the United Kingdom?

- Name some crops / foods that are grown in the United Kingdom.

Session 6 - What do we know about the United Kingdom?

- Name / know the four countries of the United Kingdom.
- Know some facts about the United Kingdom and facts about the four countries of the United Kingdom.
- Name / know the seas surrounding the United Kingdom.
- Know some of the weather and landscapes across the United Kingdom.
- Name some crops / foods that are grown in the United Kingdom.

Links to National Curriculum:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Identify seasonal and daily weather patterns in the United Kingdom.

Rocket Words (Vocabulary):

Session 1 - ocean; Europe; island; channel; sea.

Session 2 - United Kingdom (UK); England; Scotland; Wales; Northern Ireland.

Session 3 - climate; forecast; weather; temperature; rainfall.

Session 4 - mountain; landscape; valley; loch; river.

Session 5 - farm; farmers; crops; grow; wheat.

Session 6 - Europe; United Kingdom; island; climate; landscape.

Session 3 - What is the weather like in the United Kingdom?

- Identify seasonal weather patterns in the United Kingdom.
- Explain different seasonal and daily weather patterns in the United Kingdom.
- Create own weather reports (from a given season); this may include temperature and / or rainfall data.

Session 4 - What is the landscape like in the United Kingdom?

- Identify some differences between areas of the United Kingdom and be able to describe each area.
- Compare different areas of the United Kingdom and explain and label human and physical features.

Session 5 - What do we grow in the United Kingdom?

- Explain why some crops are grown in the United Kingdom.
- Explain why some crops grow in other countries.
- Taste some fruits and vegetables grown in the United Kingdom and some that are not and identify where these were grown.
- Draw and label some fruits and vegetables grown in the United Kingdom.

Session 6 - What do we know about the United Kingdom?

- Locate and label the four countries of the United Kingdom on a map.
- Identify some characteristics of the United Kingdom and countries within the United Kingdom.
- Explain some characteristics of the four countries in the United Kingdom.

Y1/2
Topic 3

The World

Session 1 - What are continents?

- Name the seven continents of the world.
- Name some countries within the seven continents of the world.
- Recall some facts about the different continents of the world.

Session 2 - What are oceans?

- Name the five oceans of the world.
- Begin to recognise the difference between land and sea on a world map.
- Understand that oceans are an important habitat.

Session 3 - What is it like in the North and South Poles?

- Name the North and South Poles and recall some simple facts about them.
- Understand that it is much colder at the poles and therefore less grows there.
- Name some of the wildlife that can be found at the poles.

Session 4 - What is the equator?

- Name some things that might grow at the equator.
- Understand that the equator is an imaginary line halfway between the North and South Poles.
- Understand that countries around the equator are much warmer than the poles; understand that they are warm and wet and lots of vegetation can grow.

Session 5 - How are rainforests and deserts different?

- Identify and name some plants and animals that might live in a rainforest or a desert.
- Know some key differences between rainforests and deserts.
- Understand that places around the world can be very different / diverse.

Session 6 - What do we know about the world?

- Name the seven continents and five oceans of the world.
- Name some living things that live in the North and South Poles and equator.
- Name some living things that live in the rainforest or desert.
- Share / recall some facts about the world.

Session 1 - What are continents?

- Using an atlas or a world map, locate and label the seven continents of the world.

Session 2 - What are oceans?

- Use an atlas or world map to locate and label the five oceans of the world.
- Use directional language, including compass points, to describe the position of the five world oceans.

Session 3 - What is it like in the North / South Poles?

- Locate the South and North Poles using an atlas or a world map.
- Identify what would be found at each of the poles (North and South).
- Sort a selection of images to show what might be found in the North and South Poles and what would not be found there.
- Begin to explain why certain things would / would not be found at the North and South Poles.

Session 4 - What is the equator?

- Locate the equator using a map or globe.
- Draw the equator on a world map and label it.
- Explain the differences between the equator and the North or South Poles.
- Identify what clothing they would need to take if visiting countries close to the equator.

Session 5 - How are rainforests and deserts different?

- Describe the climate in a rainforest and a desert.
- Explain the difference between a rainforest and a desert.
- Locate rainforests and deserts around the world using an atlas or a world map.

	<p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - continent; atlas; world; globe; country.</p> <p>Session 2 - Arctic Ocean; Atlantic Ocean; Southern Ocean; Indian Ocean; Pacific Ocean.</p> <p>Session 3 - North Pole; South Pole; Antarctic; Arctic; iceberg.</p> <p>Session 4 - rainfall; vegetation; geographer; climate; equator.</p> <p>Session 5 - desert; rainforest; diversity; humid; dry.</p> <p>Session 6 - continent; ocean; climate; diversity; vegetation.</p>	<ul style="list-style-type: none"> • Annotate / label an image / diagram of a desert and a rainforest. <p><u>Session 6 - What do we know about the world?</u></p> <ul style="list-style-type: none"> • Locate and label the continents, oceans, poles and the equator on a world map. • Draw or write about the climate in the North and South Pole and the equator. • Explain key differences between the rainforest and the desert. • Draw / annotate a world map with all the elements (concepts) taught (see above).
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Class 3 - Year 2/3

<p>Y2/3 Topic 1</p>	<p>Biomes</p> <p><u>Session 1 - What is a biome?</u></p> <ul style="list-style-type: none">• Name / know different types of biomes.• Know / understand that biomes are areas where plants, animals and other organisms live together because the environment suits them.• Know that biodiversity is where different climates enable a wide variety of plant and animal species to live. <p><u>Session 2 - What is a vegetation belt?</u></p> <ul style="list-style-type: none">• Understand what a vegetation belt is - large area where certain types of plants grow because of the climate, soil and other environmental conditions.• Know / name a range of different types of vegetation belts. <p><u>Session 3 - Where are deserts located around the world?</u></p> <ul style="list-style-type: none">• Name / know some of the world's major deserts.• Understand the key features of desert biomes - regions that experience very little rainfall and that are very dry (not necessarily hot). <p><u>Session 4 - Are all forest biomes the same?</u></p> <ul style="list-style-type: none">• Name / know some of the world's largest forest biomes.• Understand the key features of a forest biome.• Understand the different types of forest biomes (tropical, temperate, boreal).• Begin to understand the concept of plant and animal diversity. <p><u>Session 5 - What is tundra?</u></p> <ul style="list-style-type: none">• Identify / name some plants and animals found in the tundra and their adaptations.• Understand / know some of the unique characteristics of the tundra biome (location, climate, plants, animals).• Understand that the tundra biome plays an important role in regulating the Earth's climate.	<p><u>Session 1 - What is a biome?</u></p> <ul style="list-style-type: none">• Describe different types of biomes and locate them on a world map.• Locate and describe the climate conditions unique to different biomes. <p><u>Session 2 - What is a vegetation belt?</u></p> <ul style="list-style-type: none">• Locate and describe the major vegetation belts around the world.• Match a selection of plants to their habitats; identifying the key plant features that enable them to survive in that habitat. <p><u>Session 3 - Where are deserts located around the world?</u></p> <ul style="list-style-type: none">• Locate / label the key deserts on a world map.• Describe the key features of desert biomes, especially climate and location.• Explore desert habitats and the living things that survive there. <p><u>Session 4 - Are all forest biomes the same?</u></p> <ul style="list-style-type: none">• Locate some of the world's largest forest biomes on a map.• Compare the features of different forest biomes (e.g. rainfall and temperature). <p><u>Session 5 - What is tundra?</u></p> <ul style="list-style-type: none">• Locate the main tundra biomes on a world map.• Describe the climate and seasonal changes in the tundra biome.• Explore the adaptations necessary for living things to survive in extreme environments.
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	<p><u>Session 6 - Why are different biomes important for plants, animals and nature?</u></p> <ul style="list-style-type: none"> Name different biomes around the world. Identify different plants and animals that live in each biome. Begin to understand the concept of biodiversity and understand that biomes are essential for the health of the planet. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - ecosystem; biomes, climate; habitat; environment. Session 2 - vegetation belt; adaptation; vegetation; conditions; species. Session 3 - dunes; Sahara; desert; rainfall; oasis. Session 4 - tropical forest; equator; temperate forest; boreal forest; diversity. Session 5 - tundra; permafrost; lichens; migration; extreme. Session 6 - climate; biomes; habitat; diversity; adaptation.</p>	<p><u>Session 6 - Why are different biomes important for plants, animals and nature?</u></p> <ul style="list-style-type: none"> Locate different biomes around the world. Describe the climate across different biomes. Annotate a world map to show understanding of different biomes.
<p>Y2/3 Topic 2</p>	<p><u>Italy</u></p> <p><u>Session 1 - Where is Italy?</u></p> <ul style="list-style-type: none"> Understand Italy's location on the continent of Europe. Identify key geographical features and regions in Italy. Name a range of features, regions and cities in Italy. Know some facts about the country of Italy. <p><u>Session 2 - What is the climate like?</u></p> <ul style="list-style-type: none"> Identify the seasonal pattern of weather in Italy. Know that Italy has four seasons much like the rest of Europe. <p><u>Session 3 - What is grown and farmed in Italy?</u></p> <ul style="list-style-type: none"> Identify the main crops grown in Italy. Understand what agriculture means and why it is important. Understand that Italy's agriculture is important for its economy. 	<p><u>Session 1 - Where is Italy?</u></p> <ul style="list-style-type: none"> Locate Italy using a world map / globe / atlas. Locate key geographical features and regions. Recognise major Italian cities and explain their significance. Label a map of Italy to show some key locations. Research and record information on a chosen area in Italy (use of a range of sources). <p><u>Session 2 - What is the climate like?</u></p> <ul style="list-style-type: none"> Compare Italy's climate to the climate in the United Kingdom (in winter and summer). Explain how the climate affects people's lifestyles (in Italy and the United Kingdom). Explain the factors affecting the climate in different regions of Italy.

	<p><u>Session 4 - Why are there volcanoes in Italy?</u></p> <ul style="list-style-type: none"> • Know that Mount Vesuvius is a significant landmark in Italy. • Know that Mount Vesuvius is a volcano and understand what a volcano is. • Understand that geologists monitor the volcano's activity to keep the local communities safe. • Give examples of when Mount Vesuvius erupted (79AD and 1944). • Know some interesting facts about Mount Vesuvius. <p><u>Session 5 - Why is Venice sinking?</u></p> <ul style="list-style-type: none"> • Know reasons why Venice is one of Italy's most popular tourist destination. • Understand why Venice is sinking and flooding • Understand the importance of maintaining / protecting places with historical and cultural significance. <p><u>Session 6 - Why do people visit Italy?</u></p> <ul style="list-style-type: none"> • Name some key features of Italy, such as famous landmarks or foods. • Know some key locations in Italy. • Know about the climate in Italy and why it is suitable for growing certain crops. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - Italy; Europe; Rome; the Alps; Mediterranean. Session 2 - climate graph; region; seasons; climate; average. Session 3 - agriculture; crops; olive groves; economy; livestock. Session 4 - Mount Vesuvius; eruption; volcano; Pompeii; lava. Session 5 - protection; Venice; canal; gondola; trade port. Session 6 - Italy; Rome; Mediterranean; climate; region.</p>	<ul style="list-style-type: none"> • Locate Italy on a climate map and suggest reasons for why Italy's climate is warmer or cooler than other countries. <p><u>Session 3 - What is grown and farmed in Italy?</u></p> <ul style="list-style-type: none"> • Explore how Italy's climate affects farming. • Taste some Italian food and research which regions these foods are most widely produced. • Explain why farming is so important for the country's economy. <p><u>Session 4 - Why are there volcanoes in Italy?</u></p> <ul style="list-style-type: none"> • Locate Mount Vesuvius on a map of Italy. • Explain how people living near volcanoes keep safe. • Create a fact file about Mount Vesuvius, focusing on its location and significance. <p><u>Session 5 - Why is Venice sinking?</u></p> <ul style="list-style-type: none"> • Locate Venice and its islands on a map. • Label key features of Venice. • Explain why Venice is sinking. • Explore / explain ways that Venice is being protected (from sinking / flooding). <p><u>Session 6 - Why do people visit Italy?</u></p> <ul style="list-style-type: none"> • Describe a region in Italy, including its climate and key landmarks. • Compare regions in Italy, describing some historical or cultural features, as well as some key landmarks. • Produce a postcard, including key details about location, weather, landmarks etc.
<p>Y2/3 Topic 3</p>	<p>Settlements</p>	<p><u>Session 1 - What is a settlement?</u></p> <ul style="list-style-type: none"> • Recognise different types of settlements on an Ordnance Survey map.

Session 1 - What is a settlement?

- Name different types of settlements (hamlet, village, town, city).
- Know the difference between urban and rural areas.
- Know some characteristics / features of different settlements.
- Identify advantages and disadvantages of living in different settlement types.

Session 2 - How do geographers use grid references?

- Identify / recognise some common map symbols.
- Understand the purpose of four-figure grid references.

Session 3 - How are settlements different?

- Identify / recognise common map symbols to help identify different types of settlements.
- Name different types of settlements (hamlet, village, town, city).
- Know the difference between urban and rural areas.
- Know some characteristics / features of different settlements.

Session 4 - Fieldwork: what type of settlements are we?

- Name different types of settlements (hamlet, village, town, city).
- Know some characteristics / features of different settlements.
- Know / name some key features / landmarks of the local area.
- Identify / recognise some common map symbols.
- Know the difference between urban and rural areas.

Session 5 - How has our settlement changed over time?

- Understand that the local area has changed over time.
- Know the type of settlement that defines the local / school area.
- Name the physical features important to early settlers.

Session 6 - How could we improve our local settlement?

- Understand that settlements differ.
- Name some key features of a range of different settlement types.
- Know some of the main differences between different settlement types (hamlet, village, town, city).
- Highlight some potential / key changes that could be made in the local area.

- Identify how different settlements are distributed on a map.
- Define different types of settlements by explaining features e.g. population size, type of buildings, land use etc.

Session 2 - How do geographers use grid references?

- Apply knowledge of symbols and grid references to navigate a map.
- Investigate differences between types of settlements using an Ordnance Survey map.
- Locate places using four-figure grid references.

Session 3 - How are settlements different?

- Identify and compare different types of settlements using map symbols.
- Use map symbols to compare and explain how life in rural and urban settlements differ.
- Compare a hamlet, village, town and city using real-life examples of places.
- Investigate geographical features for a number of different settlement types.
- Identify and explain similarities and differences between life in rural and urban settlements.

Session 4 - Fieldwork: what type of settlements are we?

- Observe key features of the local area.
- Conduct fieldwork to gather data about the local area.
- Undertake a residential and commercial survey and a traffic survey.
- Analyse fieldwork data to determine the type of settlement.
- Locate areas surveyed / studied (sample area) on an Ordnance Survey map.

Links to National Curriculum:

- Describe and understand key aspects of human geography, including: types of settlement and land use.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Rocket Words (Vocabulary):

Session 1 - village; settlement; hamlet; town; city.

Session 2 - symbols; grid reference; legend; scale; key.

Session 3 - Ordnance Survey maps; distance; rural; urban; location.

Session 4 - residential buildings; commercial buildings; services; sample; fieldwork.

Session 5 - ruins; early settlers; resources; expand; develop.

Session 6 - develop; settlement; grid reference; early settlers; community.

- Using an Ordnance Survey map, locate nearby cities, towns, villages and hamlets.

Session 5 - How has our settlement changed over time?

- Explain how the local area has changed over time and identify features that explain why early settlers chose this area to live in.
- Use historical and recent maps to compare how the local area has changed over time.
- Make comparisons of the local area through time, identifying how the area has changed.
- Investigate similarities and differences in the local area through time (past and present).

Session 6 - How could we improve our local settlement?

- Identify / investigate some of the features of different settlements.
- Explain some key changes in settlements over time.
- Explore how the local area could potentially change in the future.
- Discuss / determine potential changes to the local area, in order to improve the locality.

Class 4 - Year 4/5

<p>Y4/5 Topic 1</p>	<p><u>Our Blue Planet</u></p> <p><u>Session 1 - Why are our oceans important?</u></p> <ul style="list-style-type: none">• Know the five oceans of the world.• Know the seven continents of the world.• Identify the key features of an ocean.• Identify reasons why oceans are important and vital for life on earth. <p><u>Session 2 - What is the water cycle?</u></p> <ul style="list-style-type: none">• Name the stages of the water cycle.• Identify why the cycle is important for supporting seas, oceans, lakes and rivers. <p><u>Session 3 - Are all rivers similar?</u></p> <ul style="list-style-type: none">• Identify key features of a river.• Name and identify different types of rivers. <p><u>Session 4 - How do people use rivers?</u></p> <ul style="list-style-type: none">• Define what a river is.• Identify uses of a river (how rivers are used by humans and wildlife).• Identify challenges faced by the Colorado River.• Identify ways to protect the Colorado River. <p><u>Session 5 - What challenges does our blue planet face?</u></p> <ul style="list-style-type: none">• Identify / name the issues facing our oceans and other water bodies.• Identify changes that have taken place in the oceans and on the planet due to climate change.• Identify ways in which humans can conserve the planet and stop climate change. <p><u>Session 6 - How can we help our blue planet?</u></p> <ul style="list-style-type: none">• Recall the names of our oceans and the features of different water bodies.	<p><u>Session 1 - Why are our oceans important?</u></p> <ul style="list-style-type: none">• Locate / label the five oceans of the world.• Label the seven continents of the world.• Compare the features of an ocean to the features of a sea.• Practically demonstrate how oceans create a current to move oxygen, food, habitats etc.• Explain why oceans are vital for life on earth. <p><u>Session 2 - What is the water cycle?</u></p> <ul style="list-style-type: none">• Describe / explain what happens in each stage of the water cycle.• Create a model of the water cycle and explain how the water cycle works.• Explain reasons why the water cycle is important for supporting seas, oceans, lakes and rivers. <p><u>Session 3 - Are all rivers similar?</u></p> <ul style="list-style-type: none">• Use photos of rivers to identify features.• Compare a range of different rivers using photographs - identify / highlight differences between a range of river types.• Explain how key river features are formed.• Construct a model or label a diagram of a river. <p><u>Session 4 - How do people use rivers?</u></p> <ul style="list-style-type: none">• Explain the difference between human and physical features.• Use an atlas to locate North America, the USA, Colorado and the Colorado River.• Use maps, atlases to identify the features of different rivers.• Research and explain the uses of the Colorado River.
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	<ul style="list-style-type: none"> Recap the definitions and features of oceans and rivers. Recap the knowledge of the water cycle Recall / revisit challenges facing our 'blue planet' and what can be done to help. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North and South America. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - current; ocean; sea; life; global conveyor belt. Session 2 - precipitation; surface water; evaporation; condensation; water cycle. Session 3 - river; source; meander; tributary; erosion. Session 4 - pollution; hydroelectricity; irrigation; dam; recreation. Session 5 - conservation; challenge; pollution; water; climate change. Session 6 - human feature; conservation; climate; ocean; physical feature.</p>	<ul style="list-style-type: none"> Create a presentation about the Colorado River, including definition, location, physical features, human features, river uses and protection. Explain how the Colorado River is being protected. <p><u>Session 5 - What challenges does our blue planet face?</u></p> <ul style="list-style-type: none"> Describe / explain how climate change is affecting our oceans and other water bodies. Explain ways to conserve the planet and stop climate change. Create an animation / poster about the problems the oceans face and ways to conserve them. <p><u>Session 6 - How can we help our blue planet?</u></p> <ul style="list-style-type: none"> Discuss learning and recap four key points from across the unit. Create a non-chronological report using skills and knowledge from the 'blue planet' unit. Use a range of sources of information to create a chronological report about the 'blue planet'.
<p>Y4/5 Topic 2</p>	<p><u>Our Connected World</u></p> <p><u>Session 1 - How do geographers locate places around the world?</u></p> <ul style="list-style-type: none"> Understand that maps, atlases and the globe can be used to locate and identify different areas of the world. Know that geographers use coordinates to pinpoint exact locations on Earth. Know key vocabulary related to identifying locations on a map - hemisphere; longitude and latitude; Equator etc. Identify / know the location of the Equator; Tropics of Capricorn and Cancer; the Arctic and Antarctic Circles and lines of longitude. 	<p><u>Session 1 - How do geographers locate places around the world?</u></p> <ul style="list-style-type: none"> Read and label maps. Use latitude and longitude to identify areas of the world. Use key vocabulary to identify locations on a map. Locate the Equator; Tropics of Capricorn and Cancer; the Arctic and Antarctic Circles and lines of longitude on a map or a model. Find coordinates of significant places in the world.

Session 2 - Why do we have different time zones around the world?

- Know / understand what a time zone is and why we have them.
- Know / understand how time zones were created.
- Know that the system of time zones begins at the Prime Meridian (0° longitude) and that this runs through Greenwich, England.

Session 3 - How are natural resources distributed around the world?

- Know / explain what a natural resource is and that they are not distributed evenly spread around the world.
- Know / understand that trade is the exchange of goods and services between people or countries and that this needs to be done to enable countries to access the materials / products they need.
- Name some key examples of resources that are distributed across the world.
- Know that when countries buy goods from other places this is called an import and when they sell goods to another countries, this is an export.
- Know that natural resources can be transported around the world using ships, lorries, trains and aeroplanes.

Session 4 - What is global trade?

- Know / understand and explain what global trade and food miles are.
- Understand that food can be transported in different ways - by ship, lorry, train or aeroplane.
- Begin to understand what fair trade is and the benefits of this to food producers across the world.

Session 5 - How do extreme weather events impact trade?

- Identify different extreme weather events, such as hurricanes, floods, heatwaves, blizzards, tornadoes and droughts.
- Understand that extreme weather refers to severe or unusual weather conditions that what is expected in a particular area.
- Understand that extreme weather can cause serious problems for people, the environment and the economy and that extreme weather can significantly impact world trade and distribution.
- Begin to understand the long-term implications of extreme weather events.

Session 2 - Why do we have different time zones around the world?

- Explain what a time zone is.
- Explain how time zones were created.
- Investigate what different people are doing around the world at the same time.
- Use a time zone map to identify different time zones around the world.

Session 3 - How are natural resources distributed around the world?

- Investigate where natural resources come from.
- Identify / explain what would happen if resources could not be distributed around the world.
- Use the internet to research where different natural resources are from / how they are transported to the UK.
- Begin to investigate what is produced in the UK

Session 4 - What is global trade?

- Identify where a range of produce comes from by using their labels / origin mark.
- Locate where different foods come from on a world map.
- Investigate the journey food and other products take to get to our shops and the food miles these have travelled.
- Discuss and explain the positive and negative impact of global trade.

Session 5 - How do extreme weather events impact trade?

- Explain how / why different weather events happen.
- Investigate and explain the effects on trade when extreme weather occurs.
- Research recent extreme weather events - what happened, eye witness accounts and other facts and produce a newspaper report from this research.

	<p><u>Session 6 – How is our world connected?</u></p> <ul style="list-style-type: none"> • Understand what global trade is and know where some foods come from. • Understand that trade connects countries both economically and culturally, supporting development and providing access to essential resources. • Understand the impact that extreme weather can have on the exportation of goods. • Know the location of the Equator; lines of longitude and latitude, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. • Know / understand what a time zone is and why we have them and how they were created. • Know different time zones around the world. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Rocket Words (Vocabulary):</u> Session 1 - hemisphere; globe; longitude; latitude; equator. Session 2 - location; time zone; Prime Meridian; travel; jet lag. Session 3 - non-renewable resources; energy; natural resources; minerals; trade. Session 4 - trade; origin; food miles; fair trade; global trade. Session 5 - extreme weather; climate change; impact; drought; shortage. Session 6 - equator; longitude; time zone; natural resources; latitude.</p>	<p><u>Session 6 – How is our world connected?</u></p> <ul style="list-style-type: none"> • Explain how countries support each other through travel and trade. • Research where food and everyday objects are sourced from. • Plan and design a board game based on trade. • Locate the Equator; lines of longitude and latitude; the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles on a world map, globe etc.
<p>Y4/5 Topic 3</p>	<p><u>Our Local Area</u></p>	<p><u>Session 1 – What would a geographer say about our local area?</u></p> <ul style="list-style-type: none"> • Read and interpret a range of different maps. • Draw human and physical features on a map.

Session 1 - What would a geographer say about our local area?

- Understand keys and symbols on maps and know some key symbols on Ordnance Survey (OS) maps.
- Know / define what a human feature is and name some in the local area.
- Know / define what a physical feature is and name some in the local area.
- Understand that maps use symbols and keys to represent a range of different human and physical features.

Session 2 - What are grid references and how do they work?

- Name / know some key features of a map, such as, compass, grid lines, map key, scale, height and contour patterns.
- Know some key symbols on a map to identify human and physical features.
- Understand that grid references are numerical codes that are used to identify specific locations on a map.
- Understand that grid references help accurately locate physical and human features on a map and that they are essential for navigation.
- Understand that a four-figure grid reference identifies a specific grid square on a map.
- Understand that a six-figure grid reference provides a more precise location within a grid square.
- Understand that Ordnance Survey (OS) maps use standard symbols and keys alongside grid references.

Session 3 - How can we use grid references?

- Understand that grid references help accurately locate physical and human features on a map and that they are essential for navigation.
- Understand that a four-figure grid reference identifies a specific grid square on a map.
- Understand that a six-figure grid reference provides a more precise location within a grid square.

Session 4 - Fieldwork: What is located where we live?

- Name a range of different human and physical features in the local area.
- Understand that grid references help accurately locate physical and human features in the local area.

- Construct a simple map of the local / immediate area using symbols to show different landmarks / features.
- Apply knowledge of symbols to creating a simple map of the local / immediate area.

Session 2 - What are grid references and how do they work?

- Read four-figure and six-figure grid references on a map.
- Identify a range of features using four-figure and six-figure grid references.
- Identify locations on a four-figure and six-figure grid referencing map.

Session 3 - How can we use grid references?

- Locate landmarks on a map using four-figure grid references.
- Locate landmarks on a map using six-figure grid references.

Session 4 - Fieldwork: What is located where we live?

- Read a map and identify landmarks.
- Use a map to plan / plot a route in the local area.
- Research physical and human features in the local area.
- Identify / discuss relevant issues in the local area.
- Determine questions to be researched in the local area.
- Identify what is to be observed in the local area in order to answer their research question.

Session 5 - How do geographers communicate their fieldwork?

- Interpret data to communicate findings.
- Create charts and graphs to present findings.
- Explain what fieldwork reveals about the geography of a local area.

- Understand that geographers use fieldwork as a method to gather first-hand data about the physical and human environment in a local area.

Session 5 - How do geographers communicate their fieldwork?

- Understand that fieldwork is a key method used in geography to explore, observe and record human and physical features within a particular area.
- Understand that geographical fieldwork involves gathering primary data through surveys, observations and mapping.
- Understand that interpreting data means looking for patterns, trends and anomalies and that geographers communicate findings effectively using a range of visual representations, such as bar charts, pie charts, line graphs and pictograms,
- Understand that fieldwork findings can be compared across different locations.

Session 6 - What is it like to visit our local area?

- Name a range of human and physical features in the local / immediate area.
- Know / recognise a range of symbols used on maps.
- State some changes that they want to happen in the local / immediate area.
- Understand that the character of a local area is shaped by its physical and human features and that physical features refer to natural elements, while human features are those that have been developed by humans (man-made).
- Understand that geographers use fieldwork and research to identify the key characteristics of a location.

Links to National Curriculum:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Session 6 - What is it like to visit our local area?

- Use four and six-figure grid references to locate a range of human and physical features in the local area.
- Use a range of symbols on maps to identify different landmarks / features (human and physical) in the local area.
- Create a leaflet identifying human and physical features in the local area.
- Draw / construct a map of the local area and create a simple route on this for someone to follow.
- Suggest / explain different ways to enhance the local area.

- Use the eight points of a compass, four-figure and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Rocket Words (Vocabulary):

Session 1 - physical feature; communicate; landmark; human feature; geographer.

Session 2 - Ordnance Survey; route; landmark; compass; grid references.

Session 3 - grid reference; landmark; key; symbols; scale.

Session 4 - fieldwork; research; route; local area; mapwork.

Session 5 - graph; results; data; communicate; geographer.

Session 6 - local councillor; local area; brochure; community; geographical.

Class 5 - Year 5/6

<p>Y5/6 Topic 1</p>	<p><u>Our Blue Planet</u></p> <p><u>Session 1 - Why are our oceans important?</u></p> <ul style="list-style-type: none">• Know the five oceans of the world.• Know the seven continents of the world.• Identify the key features of an ocean.• Identify reasons why oceans are important and vital for life on earth. <p><u>Session 2 - What is the water cycle?</u></p> <ul style="list-style-type: none">• Name the stages of the water cycle.• Identify why the cycle is important for supporting seas, oceans, lakes and rivers. <p><u>Session 3 - Are all rivers similar?</u></p> <ul style="list-style-type: none">• Identify key features of a river.• Name and identify different types of rivers. <p><u>Session 4 - How do people use rivers?</u></p> <ul style="list-style-type: none">• Define what a river is.• Identify uses of a river (how rivers are used by humans and wildlife).• Identify challenges faced by the Colorado River.• Identify ways to protect the Colorado River. <p><u>Session 5 - What challenges does our blue planet face?</u></p> <ul style="list-style-type: none">• Identify / name the issues facing our oceans and other water bodies.• Identify changes that have taken place in the oceans and on the planet due to climate change.• Identify ways in which humans can conserve the planet and stop climate change. <p><u>Session 6 - How can we help our blue planet?</u></p> <ul style="list-style-type: none">• Recall the names of our oceans and the features of different water bodies.• Recap the definitions and features of oceans and rivers.• Recap the knowledge of the water cycle	<p><u>Session 1 - Why are our oceans important?</u></p> <ul style="list-style-type: none">• Locate / label the five oceans of the world.• Label the seven continents of the world.• Compare the features of an ocean to the features of a sea.• Practically demonstrate how oceans create a current to move oxygen, food, habitats etc.• Explain why oceans are vital for life on earth. <p><u>Session 2 - What is the water cycle?</u></p> <ul style="list-style-type: none">• Describe / explain what happens in each stage of the water cycle.• Create a model of the water cycle and explain how the water cycle works.• Explain reasons why the water cycle is important for supporting seas, oceans, lakes and rivers. <p><u>Session 3 - Are all rivers similar?</u></p> <ul style="list-style-type: none">• Use photos of rivers to identify features.• Compare a range of different rivers using photographs - identify / highlight differences between a range of river types.• Explain how key river features are formed.• Construct a model or label a diagram of a river. <p><u>Session 4 - How do people use rivers?</u></p> <ul style="list-style-type: none">• Explain the difference between human and physical features.• Use an atlas to locate North America, the USA, Colorado and the Colorado River.• Use maps, atlases to identify the features of different rivers.
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	<ul style="list-style-type: none"> Recall / revisit challenges facing our 'blue planet' and what can be done to help. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North and South America. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - current; ocean; sea; life; global conveyor belt. Session 2 - precipitation; surface water; evaporation; condensation; water cycle. Session 3 - river; source; meander; tributary; erosion. Session 4 - pollution; hydroelectricity; irrigation; dam; recreation. Session 5 - conservation; challenge; pollution; water; climate change. Session 6 - human feature; conservation; climate; ocean; physical feature.</p>	<ul style="list-style-type: none"> Research and explain the uses of the Colorado River. Create a presentation about the Colorado River, including definition, location, physical features, human features, river uses and protection. Explain how the Colorado River is being protected. <p><u>Session 5 - What challenges does our blue planet face?</u></p> <ul style="list-style-type: none"> Describe / explain how climate change is affecting our oceans and other water bodies. Explain ways to conserve the planet and stop climate change. Create an animation / poster about the problems the oceans face and ways to conserve them. <p><u>Session 6 - How can we help our blue planet?</u></p> <ul style="list-style-type: none"> Discuss learning and recap four key points from across the unit. Create a non-chronological report using skills and knowledge from the 'blue planet' unit. Use a range of sources of information to create a chronological report about the 'blue planet'.
<p>Y5/6 Topic 2</p>	<p><u>Our Connected World</u></p> <p><u>Session 1 - How do geographers locate places around the world?</u></p> <ul style="list-style-type: none"> Understand that maps, atlases and the globe can be used to locate and identify different areas of the world. Know that geographers use coordinates to pinpoint exact locations on Earth. Know key vocabulary related to identifying locations on a map - hemisphere; longitude and latitude; Equator etc. Identify / know the location of the Equator; Tropics of Capricorn and Cancer; the Arctic and Antarctic Circles and lines of longitude. 	<p><u>Session 1 - How do geographers locate places around the world?</u></p> <ul style="list-style-type: none"> Read and label maps. Use latitude and longitude to identify areas of the world. Use key vocabulary to identify locations on a map. Locate the Equator; Tropics of Capricorn and Cancer; the Arctic and Antarctic Circles and lines of longitude on a map or a model. Find coordinates of significant places in the world.

Session 2 - Why do we have different time zones around the world?

- Know / understand what a time zone is and why we have them.
- Know / understand how time zones were created.
- Know that the system of time zones begins at the Prime Meridian (0° longitude) and that this runs through Greenwich, England.

Session 3 - How are natural resources distributed around the world?

- Know / explain what a natural resource is and that they are not distributed evenly spread around the world.
- Know / understand that trade is the exchange of goods and services between people or countries and that this needs to be done to enable countries to access the materials / products they need.
- Name some key examples of resources that are distributed across the world.
- Know that when countries buy goods from other places this is called an import and when they sell goods to another countries, this is an export.
- Know that natural resources can be transported around the world using ships, lorries, trains and aeroplanes.

Session 4 - What is global trade?

- Know / understand and explain what global trade and food miles are.
- Understand that food can be transported in different ways - by ship, lorry, train or aeroplane.
- Begin to understand what fair trade is and the benefits of this to food producers across the world.

Session 5 - How do extreme weather events impact trade?

- Identify different extreme weather events, such as hurricanes, floods, heatwaves, blizzards, tornadoes and droughts.
- Understand that extreme weather refers to severe or unusual weather conditions that what is expected in a particular area.
- Understand that extreme weather can cause serious problems for people, the environment and the economy and that extreme weather can significantly impact world trade and distribution.
- Begin to understand the long-term implications of extreme weather events.

Session 2 - Why do we have different time zones around the world?

- Explain what a time zone is.
- Explain how time zones were created.
- Investigate what different people are doing around the world at the same time.
- Use a time zone map to identify different time zones around the world.

Session 3 - How are natural resources distributed around the world?

- Investigate where natural resources come from.
- Identify / explain what would happen if resources could not be distributed around the world.
- Use the internet to research where different natural resources are from / how they are transported to the UK.
- Begin to investigate what is produced in the UK

Session 4 - What is global trade?

- Identify where a range of produce comes from by using their labels / origin mark.
- Locate where different foods come from on a world map.
- Investigate the journey food and other products take to get to our shops and the food miles these have travelled.
- Discuss and explain the positive and negative impact of global trade.

Session 5 - How do extreme weather events impact trade?

- Explain how / why different weather events happen.

	<p><u>Session 6 – How is our world connected?</u></p> <ul style="list-style-type: none"> • Understand what global trade is and know where some foods come from. • Understand that trade connects countries both economically and culturally, supporting development and providing access to essential resources. • Understand the impact that extreme weather can have on the exportation of goods. • Know the location of the Equator; lines of longitude and latitude, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. • Know / understand what a time zone is and why we have them and how they were created. • Know different time zones around the world. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Rocket Words (Vocabulary):</u> Session 1 - hemisphere; globe; longitude; latitude; equator. Session 2 - location; time zone; Prime Meridian; travel; jet lag. Session 3 - non-renewable resources; energy; natural resources; minerals; trade. Session 4 - trade; origin; food miles; fair trade; global trade. Session 5 - extreme weather; climate change; impact; drought; shortage. Session 6 - equator; longitude; time zone; natural resources; latitude.</p>	<ul style="list-style-type: none"> • Investigate and explain the effects on trade when extreme weather occurs. • Research recent extreme weather events - what happened, eye witness accounts and other facts and produce a newspaper report from this research. <p><u>Session 6 – How is our world connected?</u></p> <ul style="list-style-type: none"> • Explain how countries support each other through travel and trade. • Research where food and everyday objects are sourced from. • Plan and design a board game based on trade. Locate the Equator; lines of longitude and latitude; the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles on a world map, globe etc.
<p>Y5/6 Topic 3</p>	<p><u>Our Local Area</u></p>	<p><u>Session 1 – What would a geographer say about our local area?</u></p> <ul style="list-style-type: none"> • Read and interpret a range of different maps.

Session 1 - What would a geographer say about our local area?

- Understand keys and symbols on maps and know some key symbols on Ordnance Survey (OS) maps.
- Know / define what a human feature is and name some in the local area.
- Know / define what a physical feature is and name some in the local area.
- Understand that maps use symbols and keys to represent a range of different human and physical features.

Session 2 - What are grid references and how do they work?

- Name / know some key features of a map, such as, compass, grid lines, map key, scale, height and contour patterns.
- Know some key symbols on a map to identify human and physical features.
- Understand that grid references are numerical codes that are used to identify specific locations on a map.
- Understand that grid references help accurately locate physical and human features on a map and that they are essential for navigation.
- Understand that a four-figure grid reference identifies a specific grid square on a map.
- Understand that a six-figure grid reference provides a more precise location within a grid square.
- Understand that Ordnance Survey (OS) maps use standard symbols and keys alongside grid references.

Session 3 - How can we use grid references?

- Understand that grid references help accurately locate physical and human features on a map and that they are essential for navigation.
- Understand that a four-figure grid reference identifies a specific grid square on a map.
- Understand that a six-figure grid reference provides a more precise location within a grid square.

Session 4 - Fieldwork: What is located where we live?

- Name a range of different human and physical features in the local area.
- Understand that grid references help accurately locate physical and human features in the local area.

- Draw human and physical features on a map.
- Construct a simple map of the local / immediate area using symbols to show different landmarks / features.
- Apply knowledge of symbols to creating a simple map of the local / immediate area.

Session 2 - What are grid references and how do they work?

- Read four-figure and six-figure grid references on a map.
- Identify a range of features using four-figure and six-figure grid references.
- Identify locations on a four-figure and six-figure grid referencing map.

Session 3 - How can we use grid references?

- Locate landmarks on a map using four-figure grid references.
- Locate landmarks on a map using six-figure grid references.

Session 4 - Fieldwork: What is located where we live?

- Read a map and identify landmarks.
- Use a map to plan / plot a route in the local area.
- Research physical and human features in the local area.
- Identify / discuss relevant issues in the local area.
- Determine questions to be researched in the local area.
- Identify what is to be observed in the local area in order to answer their research question.

- Understand that geographers use fieldwork as a method to gather first-hand data about the physical and human environment in a local area.

Session 5 - How do geographers communicate their fieldwork?

- Understand that fieldwork is a key method used in geography to explore, observe and record human and physical features within a particular area.
- Understand that geographical fieldwork involves gathering primary data through surveys, observations and mapping.
- Understand that interpreting data means looking for patterns, trends and anomalies and that geographers communicate findings effectively using a range of visual representations, such as bar charts, pie charts, line graphs and pictograms,
- Understand that fieldwork findings can be compared across different locations.

Session 6 - What is it like to visit our local area?

- Name a range of human and physical features in the local / immediate area.
- Know / recognise a range of symbols used on maps.
- State some changes that they want to happen in the local / immediate area.
- Understand that the character of a local area is shaped by its physical and human features and that physical features refer to natural elements, while human features are those that have been developed by humans (man-made).
- Understand that geographers use fieldwork and research to identify the key characteristics of a location.

Links to National Curriculum:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Session 5 - How do geographers communicate their fieldwork?

- Interpret data to communicate findings.
- Create charts and graphs to present findings.
- Explain what fieldwork reveals about the geography of a local area.

Session 6 - What is it like to visit our local area?

- Use four and six-figure grid references to locate a range of human and physical features in the local area.
- Use a range of symbols on maps to identify different landmarks / features (human and physical) in the local area.
- Create a leaflet identifying human and physical features in the local area.
- Draw / construct a map of the local area and create a simple route on this for someone to follow.
- Suggest / explain different ways to enhance the local area.

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Rocket Words (Vocabulary):

Session 1 - physical feature; communicate; landmark; human feature; geographer.

Session 2 - Ordnance Survey; route; landmark; compass; grid references.

Session 3 - grid reference; landmark; key; symbols; scale.

Session 4 - fieldwork; research; route; local area; mapwork.

Session 5 - graph; results; data; communicate; geographer.

Session 6 - local councillor; local area; brochure; community; geographical.

CYCLE B

Class 1 - Reception

Year	Knowledge	Skills
<p>EYFS Autumn</p>	<p><u>My Place in the World</u></p> <p><u>Session 1 - What type of home do I live in?</u></p> <ul style="list-style-type: none"> • Know what a home is and name different types of homes. • Identify key features of the home they live in. • Identify key features of different homes. <p><u>Session 2 - What is a map?</u></p> <ul style="list-style-type: none"> • Understand what a map is. • Know that maps help us find places and give directions. • Identify different features that are shown on a map such as land and water. <p><u>Session 3 - What is around our local area?</u></p> <ul style="list-style-type: none"> • Identify a range of different places in the local area. • Name a range of different places in the local area. <p><u>Session 4 - Who helps us in our local area?</u></p> <ul style="list-style-type: none"> • Identify important buildings in our local area. • Name people who work in these important buildings and their professions. <p><u>Session 5 - What is transport?</u></p> <ul style="list-style-type: none"> • Identify / know and name common modes of transport. • Identify / know the modes of transport in the local area. <p><u>Links to Early Learning Goals:</u></p> <ul style="list-style-type: none"> • UW - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 	<p><u>Session 1 - What type of home do I live in?</u></p> <ul style="list-style-type: none"> • Recognise different types of homes. • Describe the home they live in. • Explain the similarities and differences between a range of homes. <p><u>Session 2 - What is a map?</u></p> <ul style="list-style-type: none"> • Explore a range of different types of maps. • Begin to recognise simple symbols on a map. • Draw a route from one place to another, using symbols to show features on the route. • Explain how they would get from A to B on their own map or on a familiar route. <p><u>Session 3 - What is around our local area?</u></p> <ul style="list-style-type: none"> • Describe some key features of the local area. • Create the local area using construction materials such as blocks. • Explain the journey to a place in the local area. <p><u>Session 4 - Who helps us in our local area?</u></p> <ul style="list-style-type: none"> • Describe why important buildings (these places) are important in the local area. • Explain who works in these buildings (their roles and their responsibilities). • Draw pictures of the important buildings and / or people in the local area.

- UW-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- UW - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- EAD-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- EAD - Invent, adapt and recount narratives and stories with peers and their teacher.
- EAD - Share their creations, explaining the process they have used.
- PD - Begin to show accuracy and care when drawing.
- PD - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- CL- Make comments about what they have heard and ask questions to clarify their understanding.
- CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- CL- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- CL- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Rocket Words (Vocabulary):

Session 1 - home; safe; shelter; house; family.

Session 2 - map; direction; symbol; clue; place.

Session 3 - local; area; school; shop; journey.

Session 4 - countryside; police station; fire station; hospital; city.

Session 5 - transport; travel; vehicle; road; land.

Session 5 - What is transport?

- Describe modes of transport in the local area.
- Create their own journey including different modes of transport.
- Explain why one mode of transport might be better than another for a particular journey.

**EYFS
Spring**

Exploring the United Kingdom

Session 1 - What is the United Kingdom?

- Identify some of the United Kingdom's flags and name the country each of these belongs to.
- Know that the United Kingdom is made up of four countries.

Session 2 - What is a city?

- Begin to understand what a city is and identify some key features.
- Recall one key fact about a city.
- Name a city in the United Kingdom.

Session 3 - What is a seaside town?

- Identify / name an example of a seaside town.
- Identify / name some key features of the seaside.

Session 4 - What food will I find in the United Kingdom?

- Identify popular food from the United Kingdom and food they eat at home.
- Name some food that is grown in the United Kingdom.

Session 5 - What festivals and celebrations take place in the United Kingdom?

- Identify and name a festival or celebration in the United Kingdom.
- Identify / state key features of a familiar festival or celebration.
- Recall a celebration that has been experienced in their own lives.

Links to Early Learning Goals:

- UW - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- UW - Talk about the lives of the people around them and their roles in society.
- UW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- UW - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Session 1 - What is the United Kingdom?

- Recognise / locate the United Kingdom on a map or globe.
- Use the correct colours to represent the United Kingdom's flags.

Session 2 - What is a city?

- Locate a city in the United Kingdom.
- Create a city using construction materials e.g. building blocks and label some key features.

Session 3 - What is a seaside town?

- Recognise / label features of a seaside town.
- Compare seaside towns to other places in the UK.
- Sort features in relation to their locations (city, seaside, countryside).

Session 4 - What food will I find in the United Kingdom?

- Match the food to the country in the United Kingdom it is traditionally from.
- Optional - to touch, smell or taste certain foods from around the United Kingdom.
- Draw, paint or craft favourite foods from the UK and explain why these are their favourite.

Session 5 - What festivals and celebrations take place in the United Kingdom?

- Describe the key features of a familiar festival or celebration.
- Create something / an item that represents a familiar celebration.
- Explain the similarities and differences between different festivals and celebrations.

	<ul style="list-style-type: none"> • CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • CL - Make comments about what they have heard and ask questions to clarify their understanding. • CL - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • CL - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • EAD - Share their creations, explaining the process they have used. • PSED - Work and play cooperatively and take turns with others. • PD - Begin to show accuracy and care when drawing. <p><u>Rocket Words (Vocabulary):</u> Session 1 - country; flag; globe; shape; pattern. Session 2 - traffic; building; landmarks; market; city. Session 3 - seaside; beach; town; pier; boat. Session 4 - food; taste; celebrate; scone; haggis. Session 5 - fireworks; family; celebration; festival; tradition.</p>	
EYFS Summer	<p><u>All Around the World</u></p> <p><u>Session 1 - What is the world?</u></p> <ul style="list-style-type: none"> • Identify and name the land (continents) and sea (oceans) on a globe or map. • Know that there are seven continents and five oceans and that people live all over the world in different countries. • Recall one key fact about the world we live in. <p><u>Session 2 - Where in the world is it cold?</u></p> <ul style="list-style-type: none"> • Identify cold places in the world and features of these environments. • Know / identify what clothes to take to a cold place. <p><u>Session 3 - Where in the world is it hot?</u></p> <ul style="list-style-type: none"> • Identify hot places in the world and features of these environments. 	<p><u>Session 1 - What is the world?</u></p> <ul style="list-style-type: none"> • Locate examples of land or sea on a globe or map. • Locate the United Kingdom on a globe or map. • Explore different countries and explain how people might travel around different parts of the world. • Construct a model of the world (either individually or working as a group). <p><u>Session 2 - Where in the world is it cold?</u></p> <ul style="list-style-type: none"> • Locate key cold places in the world (on a map). • Describe features of cold environments. • Explain the clothes to be worn in a cold place.

- Name some different hot environments around the world.
- Identify different animals that live in each hot environment.
- Know / identify what clothes to take to a hot place.

Session 4 - What can we find in Asia?

- Know that Asia is a large continent made up of many different countries.
- Name some key features / landmarks of Asia.

Session 5 - What is life like on a tropical island?

- Understand / know what an island is (and name an example).
- Identify some tropical features.

Links to Early Learning Goals:

- UW- Know about similarities and differences in relation to places, objects, materials and living things.
- UW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- UW - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- UW - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- CL - Use talk to connect ideas, explain what is happening, and anticipate what might happen next.
- CL - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- CL - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- CL - Make comments about what they have heard and ask questions to clarify their understanding.

- Compare life in the United Kingdom to life in a cold country (similarities and differences).

Session 3 - Where in the world is it hot?

- Locate key hot places in the world (on a map).
- Describe features of hot environments.
- Explain the clothes to be worn in a hot place.
- Compare life in the United Kingdom to life in a hot country (similarities and differences).

Session 4 - What can we find in Asia?

- Identify / locate where Asia is on a world map or globe.
- Describe some key features of Asia.
- Optional - explore different tastes, smells and textures from Asia.
- Compare life in the United Kingdom to life in a country in Asia (similarities and differences).

Session 5 - What is life like on a tropical island?

- Compare life on a tropical island to the United Kingdom (similarities and differences).
- Write a simple postcard describing a trip to a tropical island.

- PSED - Show sensitivity to others' needs and feelings, especially when sharing resources or working together.
- EAD - Invent, adapt and recount narratives and stories with peers and their teacher.
- Literacy - Write recognisable letters, most of which are correctly formed.

Rocket Words (Vocabulary):

Session 1 - world; land; ocean; continent; travel.

Session 2 - ice; cold; North Pole; Arctic; South Pole.

Session 3 - desert; trees; hot; rainforest; Africa.

Session 4 - mountain; culture; Asia; landmarks; food.

Session 5 - island; tropical; palm tree; reggae; reef.

Class 2 - Year 1/2

Y1/2
Topic 1

Where We Live

Session 1 - Where is my school?

- Know what features are likely to be found on an aerial map.
- Know / name the compass points - North, East, South and West and know where they appear on a compass (their order).
- Know what an aerial map is and some of the symbols used on it.

Session 2 - Where do we live?

- Understand that symbols are used to show landmarks on a map.
- Know that a human feature is man-made and a physical feature is natural.
- Know some examples of human and physical features in the local / school area.
- Know key directional language and landmarks, in order to give directions.
- Understand that keys are important in identifying what map symbols mean.

Session 3 - Fieldwork: What is located in our local area?

- Identify / name some significant features (human and physical) in the local area.
- Understand that symbols are used to show landmarks on a map.
- Know some simple map symbols that can be applied to fieldwork skills.
- Know what human and physical features are (and the difference between them).

Session 4 - What should be included on a map of our local area?

- Identify a range of significant landmarks (human and physical) in the local area.
- Understand the importance of a key and that symbols are used to show a range of different landmarks on a map.
- Know / recall some simple symbols that can be applied to creation of a simple map.
- Identify the features that are always included on a map (symbols, a key and a North arrow).

Session 5 - How are the Atlas Mountains similar or different to our local area?

- Identify / name a range of physical and human features in the local area and identify which are more prominent in the local area.

Session 1 - Where is my school?

- Identify some features on an aerial map.
- Use the compass points - North, East, South and West to locate landmarks on a map.
- Draw a simple aerial map and use the four compass points to locate landmarks.
- Locate significant places on a simple map.
- Give directions from one place to another (on a simple map)
- Follow directions given by someone using compass points and an aerial map.

Session 2 - Where do we live?

- Identify and locate human and physical features on a map.
- Use symbols accurately and locate these in a key.
- Use symbols for a range of human and physical features in the local / school area.
- Use directional language and landmarks to give accurate directions on a map.
- Use positional language and compass points to write directions to and from landmarks on a map.

Session 3 - Fieldwork: What is located in our local area?

- Record landmarks and features in the local area.
- Create symbols to represent landmarks and features in the local / school area.

Session 4 - What should be included on a map of our local area?

- Draw a map that includes the human and physical features in the local / school area.

- Identify similarities and differences between the Atlas Mountains and the local (school) area.
- Identify / state some challenges of living in a remote area such as the Atlas Mountains.
- Understand that the Atlas Mountains are clear examples of physical geography.

Session 6 - Where do we live?

- Recall / know some human and physical features in the Atlas Mountains.
- Understand the difference between human and physical features.
- Identify / name some human and physical features in the local / school area.
- Identify which part of the United Kingdom they live in.
- Understand the difference between rural and urban locations and identify which they live in within the local area.
- Know some key symbols to incorporate / include into their own simple map.
- Understand the importance of using a key when constructing a simple map.

Links to National Curriculum:

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Rocket Words (Vocabulary):

Session 1 - aerial map; direction; compass; location; route.

Session 2 - human features; key; physical features; symbol; local.

Session 3 - landmark; area; fieldwork; represent; observation.

Session 4 - aerial view; community; building; main road; side road.

- Draw a map that includes the human and physical features in the local area and explain the importance of using a key.
- Map a given route in the local area and add human and physical features / landmarks to the map.

Session 5 - How are the Atlas Mountains similar or different to our local area?

- Describe the similarities and differences between the Atlas Mountains and the local (school) area.
- Explain how life would be similar or different for those people living in the Atlas Mountains.
- Create a table of similarities and differences between the villages in the Atlas Mountains and the local (school) area.

Session 6 - Where do we live?

- Describe the local area and its features.
- Explain what it is like to live in the local area.
- Draw a simple map to show the human and physical features in the local area (where they live).
- Use symbols to represent human and physical features in their local / school area.
- Compare the human and physical features in both the local area and the Atlas Mountains and make some clear comparisons between the two areas.
- Write about / describe the local area and what it is like to live there.

	<p>Session 5 - urban; transport; Atlas Mountains; remote; rural. Session 6 - area; local; climate; human features; physical features.</p>	
<p>Y1/2 Topic 2</p>	<p>The United Kingdom</p> <p><u>Session 1 - What do we know about the United Kingdom?</u></p> <ul style="list-style-type: none"> Name / know the four countries in the United Kingdom. Name / know the capital cities and the surrounding seas. Recognise the 'Union Flag' as the map of the United Kingdom. Identify geographical facts / characteristics about / of the United Kingdom. State / know the typical weather; the different landscapes and what is typically grown in the United Kingdom. Understand that geographers look at human and physical features to think about why they are there and how they are connected. <p><u>Session 2 - What would a geographer say about England?</u></p> <ul style="list-style-type: none"> Identify a characteristic of England / key facts about England. Know England's capital city and recall some other significant areas of England. Know the four compass points (to describe England's location). Know / recall some of the nine regions of England (London; North East; North West; Yorkshire; East Midlands; West Midlands; South East; South West and East of England). <p><u>Session 3 - What would a geographer say about Northern Ireland?</u></p> <ul style="list-style-type: none"> Identify a characteristic of Northern Ireland / key facts about Northern Ireland. Know Northern Ireland's capital city and recall some other significant landmarks. Know the location of some key landmarks in Northern Ireland. <p><u>Session 4 - What would a geographer say about Scotland?</u></p> <ul style="list-style-type: none"> Identify / name two significant features in Scotland. Identify a characteristic of Scotland/ key facts about Scotland. Know Scotland's capital city and recall some other significant landmarks. Know the location of some key landmarks / physical features in Scotland. 	<p><u>Session 1 - What do we know about the United Kingdom?</u></p> <ul style="list-style-type: none"> Locate the four countries in the United Kingdom. Locate the capital cities and surrounding seas. Label the four countries, the capital cities and the surrounding seas on a map of the United Kingdom. Explain / discuss some of the characteristics of the United Kingdom. Interpret a simple climate graph showing temperature and rainfall. Discuss some human and physical features in the United Kingdom. <p><u>Session 2 - What would a geographer say about England?</u></p> <ul style="list-style-type: none"> Describe a characteristic of England, including some key human and physical features. Describe a characteristic of England and explain why some human and physical features in that area are important. Describe England's location in relation to different places (Europe; the English Channel and France). Locate the local / school area and explore other regions of England in relation to this local area. Research about a particular area of England that is of interest (using a range of information sources). Describe where England is located in the United Kingdom and annotate / locate this on a UK map. <p><u>Session 3 - What would a geographer say about Northern Ireland?</u></p> <ul style="list-style-type: none"> Describe a characteristic of Northern Ireland, including some key human and physical features.

	<p><u>Session 5 - What would a geographer say about Wales?</u></p> <ul style="list-style-type: none"> • Identify / recall four significant human features in Wales. • Identify a characteristic of Wales/ key facts about Wales. • Know the capital city of Wales and recall some other significant landmarks. • Identify some human features in Cardiff (capital city of Wales). <p><u>Session 6 - What would a geographer say about the United Kingdom?</u></p> <ul style="list-style-type: none"> • Name the four countries of the United Kingdom, the capital cities and the surrounding seas. • Identify / name some significant human and physical features in the UK. • Identify / name some significant landmarks in each country of the UK. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - United Kingdom; climate; country; landscape; capital city. Session 2 - region; coastline; peninsula; England; London. Session 3 - river; lough; Northern Ireland; Belfast; mountain. Session 4 - Edinburgh; Scotland; island; loch; rural. Session 5 - Wales; Cardiff; valley; remote; harbour. Session 6 - United Kingdom; London; country; capital city; landscape.</p>	<ul style="list-style-type: none"> • Describe a characteristic of Northern Ireland and explain why some human and physical features in that area are important. • Annotate a map of Northern Ireland and locate some key landmarks within the country. • Locate / describe four significant areas of Northern Ireland on a map. <p><u>Session 4 - What would a geographer say about Scotland?</u></p> <ul style="list-style-type: none"> • Describe two significant physical features in Scotland and explain why they are important. • Research / write about two physical features of Scotland that are of interest (using a selection of information sources). <p><u>Session 5 - What would a geographer say about Wales?</u></p> <ul style="list-style-type: none"> • Describe four significant human features in Wales and explain why they are important. • Annotate a map of Wales and locate some key landmarks within the country. • Research / write about the city of Cardiff and four human features / attractions located there. <p><u>Session 6 - What would a geographer say about the United Kingdom?</u></p> <ul style="list-style-type: none"> • Locate the four countries of the United Kingdom, the capital cities and the surrounding seas. • Describe some significant human and physical features in the UK. • Create a poster, summarising learning about the four countries of the United Kingdom.
<p>Y1/2 Topic 3</p>	<p><u>The World</u></p>	<p><u>Session 1 - What are the seven continents and five oceans?</u></p> <ul style="list-style-type: none"> • Using an atlas, locate the seven continents of the world and the five oceans on a world map.

Session 1 - What are the seven continents and five oceans?

- Name the seven continents of the world and the five oceans.
- Name countries from each of the seven continents.
- Know where the Equator and the North and South Poles are located.

Session 2 - Where are the hot and cold areas of the world?

- Know where the Equator and the North and South Poles are located.
- Recall what the climate is like at the Poles and the Equator.
- Understand that the climate is different in the North and South Poles compared to the Equator.
- Understand / know that the North and South Poles have cold and icy climates and long periods of darkness.
- Understand / know that countries close to the Equator have a hot and humid climate and experience warm temperatures all year.
- Name some wildlife that can be found at the Poles and near to the Equator.

Session 3 - What is the climate like in Europe?

- Understand / know the difference between climate and weather.
- Understand / name the four seasons of the United Kingdom.
- Understand that climate differs according to how far away from the Equator the area / region / country is.
- Understand that the North and South Poles have cold and icy climates and that countries closer to the Equator have a hot and humid / warm climate.
- Understand that mountainous areas experience different climate and weather.
- Understand that geographers use climate maps to compare the climate in different places / countries.
- Know and apply the vocabulary: hot; warm; mild; cool and cold to describe climates.

Session 4 - What is extreme weather?

- Identify different types of extreme weather.
- Understand / know the difference between climate and weather.
- Be aware of recent episodes of extreme weather and the location of these.
- Understand that geographers study extreme weather to find out when and why it occurs and what impact it has on people and places.
- Identify / state potential dangers of each type of extreme weather.

- Use a globe / world map to identify countries from each of the seven continents.
- Locate the United Kingdom and the Equator on a world map accurately.

Session 2 - Where are the hot and cold areas of the world?

- Locate the North and South Poles and the Equator on a map or globe.
- Describe some of the differences between the Poles and the Equator.
- Explain / describe the land and the differing climates at the North and South Poles and around the Equator.

Session 3 - What is the climate like in Europe?

- Compare the climate in Northern Europe and Southern Europe (in three different European countries).
- Explain how the climate might change in a mountainous area (generally cooler and more frequent rainfall).
- Use climate maps and temperature and rainfall data to compare the weather and climate in different countries.

Session 4 - What is extreme weather?

- Describe / explain the different types of extreme weather (hurricane; tornado; drought and flooding).
- Explain the impact that extreme weather has on people and places.

Session 5 - How does extreme weather cause problems in Florida?

- Describe the weather during a hurricane and explain its danger to people and places.
- Explain the impact that hurricanes will have on the people living in the region.

Session 5 - How does extreme weather cause problems in Florida?

- Understand the types of weather that form a hurricane.
- Recap directional language (to determine / explore the location of Florida).
- Know / understand that the Saffir-Simpson scale categorises hurricanes.
- Understand / identify ways to stay safe when a hurricane occurs.

Session 6 - How is climate different around the world?

- Understand that climate is different around the world.
- Understand that the North and South Poles have cold and icy climates and that countries closer to the Equator have a hot and humid / warm climate.

Links to National Curriculum:

- Name and locate the world's seven continents and five oceans.
- Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Understand geographical similarities and differences through the study of human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.

Rocket Words (Vocabulary):

Session 1 - continent; country; ocean; sea; atlas.

Session 2 - North Pole; landscape; South Pole; equator; climate.

Session 3 - hot climate; warm climate; mild climate; cool climate; cold climate.

Session 4 - hurricane; flood; extreme; tornado; drought.

Session 5 - scale; rainfall; wind speed; Florida; storm.

Session 6 - climate; continent; weather; country; equator.

- Locate Florida on a world map / map of North America and use directional language to determine its position in the world / within North America etc.
- Create a weather report for a hurricane and orally present this as a news reader.
- Explain (as part of the news report) the location and direction the hurricane is approaching from and where it might reach the land; what might happen in that specific region and how people can stay safe.
- Discuss how the hurricane season in Florida differs from the winters in the United Kingdom.

Session 6 - How is climate different around the world?

- Describe how the climate differs as countries get further from the Equator.
- Compare the climate in different areas of the world.
- Using a world map / globe, discuss climate changes around the world.
- Explain / describe the climate at the North and South Poles, around the Equator and in Southern and Northern Europe.

Class 3 - Year 2/3

<p>Y2/3 Topic 1</p>	<p><u>Where We Live</u></p> <p><u>Session 1 - Where is my school?</u></p> <ul style="list-style-type: none">• Know what features are likely to be found on an aerial map.• Know / name the compass points - North, East, South and West and know where they appear on a compass (their order).• Know what an aerial map is and some of the symbols used on it. <p><u>Session 2 - Where do we live?</u></p> <ul style="list-style-type: none">• Understand that symbols are used to show landmarks on a map.• Know that a human feature is man-made and a physical feature is natural.• Know some examples of human and physical features in the local / school area.• Know key directional language and landmarks, in order to give directions.• Understand that keys are important in identifying what map symbols mean. <p><u>Session 3 - Fieldwork: What is located in our local area?</u></p> <ul style="list-style-type: none">• Identify / name some significant features (human and physical) in the local area.• Understand that symbols are used to show landmarks on a map.• Know some simple map symbols that can be applied to fieldwork skills.• Know what human and physical features are (and the difference between them). <p><u>Session 4 - What should be included on a map of our local area?</u></p> <ul style="list-style-type: none">• Identify a range of significant landmarks (human and physical) in the local area.• Understand the importance of a key and that symbols are used to show a range of different landmarks on a map.• Know / recall some simple symbols that can be applied to creation of a simple map.• Identify the features that are always included on a map (symbols, a key and a North arrow). <p><u>Session 5 - How are the Atlas Mountains similar or different to our local area?</u></p> <ul style="list-style-type: none">• Identify / name a range of physical and human features in the local area and identify which are more prominent in the local area.	<p><u>Session 1 - Where is my school?</u></p> <ul style="list-style-type: none">• Identify some features on an aerial map.• Use the compass points - North, East, South and West to locate landmarks on a map.• Draw a simple aerial map and use the four compass points to locate landmarks.• Locate significant places on a simple map.• Give directions from one place to another (on a simple map)• Follow directions given by someone using compass points and an aerial map. <p><u>Session 2 - Where do we live?</u></p> <ul style="list-style-type: none">• Identify and locate human and physical features on a map.• Use symbols accurately and locate these in a key.• Use symbols for a range of human and physical features in the local / school area.• Use directional language and landmarks to give accurate directions on a map.• Use positional language and compass points to write directions to and from landmarks on a map. <p><u>Session 3 - Fieldwork: What is located in our local area?</u></p> <ul style="list-style-type: none">• Record landmarks and features in the local area.• Create symbols to represent landmarks and features in the local / school area.
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- Identify similarities and differences between the Atlas Mountains and the local (school) area.
- Identify / state some challenges of living in a remote area such as the Atlas Mountains.
- Understand that the Atlas Mountains are clear examples of physical geography.

Session 6 - Where do we live?

- Recall / know some human and physical features in the Atlas Mountains.
- Understand the difference between human and physical features.
- Identify / name some human and physical features in the local / school area.
- Identify which part of the United Kingdom they live in.
- Understand the difference between rural and urban locations and identify which they live in within the local area.
- Know some key symbols to incorporate / include into their own simple map.
- Understand the importance of using a key when constructing a simple map.

Links to National Curriculum:

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Rocket Words (Vocabulary):

Session 1 - aerial map; direction; compass; location; route.

Session 2 - human features; key; physical features; symbol; local.

Session 3 - landmark; area; fieldwork; represent; observation.

Session 4 - aerial view; community; building; main road; side road.

Session 4 - What should be included on a map of our local area?

- Draw a map that includes the human and physical features in the local / school area.
- Draw a map that includes the human and physical features in the local area and explain the importance of using a key.
- Map a given route in the local area and add human and physical features / landmarks to the map.

Session 5 - How are the Atlas Mountains similar or different to our local area?

- Describe the similarities and differences between the Atlas Mountains and the local (school) area.
- Explain how life would be similar or different for those people living in the Atlas Mountains.
- Create a table of similarities and differences between the villages in the Atlas Mountains and the local (school) area.

Session 6 - Where do we live?

- Describe the local area and its features.
- Explain what it is like to live in the local area.
- Draw a simple map to show the human and physical features in the local area (where they live).
- Use symbols to represent human and physical features in their local / school area.
- Compare the human and physical features in both the local area and the Atlas Mountains and make some clear comparisons between the two areas.

	<p>Session 5 - urban; transport; Atlas Mountains; remote; rural. Session 6 - area; local; climate; human features; physical features.</p>	<ul style="list-style-type: none"> • Write about / describe the local area and what it is like to live there.
<p>Y2/3 Topic 2</p>	<p><u>The United Kingdom</u></p> <p><u>Session 1 - What do we know about the United Kingdom?</u></p> <ul style="list-style-type: none"> • Name / know the four countries in the United Kingdom. • Name / know the capital cities and the surrounding seas. • Recognise the 'Union Flag' as the map of the United Kingdom. • Identify geographical facts / characteristics about / of the United Kingdom. • State / know the typical weather; the different landscapes and what is typically grown in the United Kingdom. • Understand that geographers look at human and physical features to think about why they are there and how they are connected. <p><u>Session 2 - What would a geographer say about England?</u></p> <ul style="list-style-type: none"> • Identify a characteristic of England / key facts about England. • Know England's capital city and recall some other significant areas of England. • Know the four compass points (to describe England's location). • Know / recall some of the nine regions of England (London; North East; North West; Yorkshire; East Midlands; West Midlands; South East; South West and East of England). <p><u>Session 3 - What would a geographer say about Northern Ireland?</u></p> <ul style="list-style-type: none"> • Identify a characteristic of Northern Ireland / key facts about Northern Ireland. • Know Northern Ireland's capital city and recall some other significant landmarks. • Know the location of some key landmarks in Northern Ireland. <p><u>Session 4 - What would a geographer say about Scotland?</u></p> <ul style="list-style-type: none"> • Identify / name two significant features in Scotland. • Identify a characteristic of Scotland/ key facts about Scotland. • Know Scotland's capital city and recall some other significant landmarks. • Know the location of some key landmarks / physical features in Scotland. 	<p><u>Session 1 - What do we know about the United Kingdom?</u></p> <ul style="list-style-type: none"> • Locate the four countries in the United Kingdom. • Locate the capital cities and surrounding seas. • Label the four countries, the capital cities and the surrounding seas on a map of the United Kingdom. • Explain / discuss some of the characteristics of the United Kingdom. • Interpret a simple climate graph showing temperature and rainfall. • Discuss some human and physical features in the United Kingdom. <p><u>Session 2 - What would a geographer say about England?</u></p> <ul style="list-style-type: none"> • Describe a characteristic of England, including some key human and physical features. • Describe a characteristic of England and explain why some human and physical features in that area are important. • Describe England's location in relation to different places (Europe; the English Channel and France). • Locate the local / school area and explore other regions of England in relation to this local area. • Research about a particular area of England that is of interest (using a range of information sources).

Session 5 - What would a geographer say about Wales?

- Identify / recall four significant human features in Wales.
- Identify a characteristic of Wales/ key facts about Wales.
- Know the capital city of Wales and recall some other significant landmarks.
- Identify some human features in Cardiff (capital city of Wales).

Session 6 - What would a geographer say about the United Kingdom?

- Name the four countries of the United Kingdom, the capital cities and the surrounding seas.
- Identify / name some significant human and physical features in the UK.
- Identify / name some significant landmarks in each country of the UK.

Links to National Curriculum:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Rocket Words (Vocabulary):

Session 1 - United Kingdom; climate; country; landscape; capital city.

Session 2 - region; coastline; peninsula; England; London.

Session 3 - river; lough; Northern Ireland; Belfast; mountain.

Session 4 - Edinburgh; Scotland; island; loch; rural.

Session 5 - Wales; Cardiff; valley; remote; harbour.

Session 6 - United Kingdom; London; country; capital city; landscape.

- Describe where England is located in the United Kingdom and annotate / locate this on a UK map.

Session 3 - What would a geographer say about Northern Ireland?

- Describe a characteristic of Northern Ireland, including some key human and physical features.
- Describe a characteristic of Northern Ireland and explain why some human and physical features in that area are important.
- Annotate a map of Northern Ireland and locate some key landmarks within the country.
- Locate / describe four significant areas of Northern Ireland on a map.

Session 4 - What would a geographer say about Scotland?

- Describe two significant physical features in Scotland and explain why they are important.
- Research / write about two physical features of Scotland that are of interest (using a selection of information sources).

Session 5 - What would a geographer say about Wales?

- Describe four significant human features in Wales and explain why they are important.
- Annotate a map of Wales and locate some key landmarks within the country.
- Research / write about the city of Cardiff and four human features / attractions located there.

		<p><u>Session 6 - What would a geographer say about the United Kingdom?</u></p> <ul style="list-style-type: none"> • Locate the four countries of the United Kingdom, the capital cities and the surrounding seas. • Describe some significant human and physical features in the UK. • Create a poster, summarising learning about the four countries of the United Kingdom.
<p>Y2/3 Topic 3</p>	<p><u>The World</u></p> <p><u>Session 1 - What are the seven continents and five oceans?</u></p> <ul style="list-style-type: none"> • Name the seven continents of the world and the five oceans. • Name countries from each of the seven continents. • Know where the Equator and the North and South Poles are located. <p><u>Session 2 - Where are the hot and cold areas of the world?</u></p> <ul style="list-style-type: none"> • Know where the Equator and the North and South Poles are located. • Recall what the climate is like at the Poles and the Equator. • Understand that the climate is different in the North and South Poles compared to the Equator. • Understand / know that the North and South Poles have cold and icy climates and long periods of darkness. • Understand / know that countries close to the Equator have a hot and humid climate and experience warm temperatures all year. • Name some wildlife that can be found at the Poles and near to the Equator. <p><u>Session 3 - What is the climate like in Europe?</u></p> <ul style="list-style-type: none"> • Understand / know the difference between climate and weather. • Understand / name the four seasons of the United Kingdom. • Understand that climate differs according to how far away from the Equator the area / region / country is. • Understand that the North and South Poles have cold and icy climates and that countries closer to the Equator have a hot and humid / warm climate. 	<p><u>Session 1 - What are the seven continents and five oceans?</u></p> <ul style="list-style-type: none"> • Using an atlas, locate the seven continents of the world and the five oceans on a world map. • Use a globe / world map to identify countries from each of the seven continents. • Locate the United Kingdom and the Equator on a world map accurately. <p><u>Session 2 - Where are the hot and cold areas of the world?</u></p> <ul style="list-style-type: none"> • Locate the North and South Poles and the Equator on a map or globe. • Describe some of the differences between the Poles and the Equator. • Explain / describe the land and the differing climates at the North and South Poles and around the Equator. <p><u>Session 3 - What is the climate like in Europe?</u></p> <ul style="list-style-type: none"> • Compare the climate in Northern Europe and Southern Europe (in three different European countries).

- Understand that mountainous areas experience different climate and weather.
- Understand that geographers use climate maps to compare the climate in different places / countries.
- Know and apply the vocabulary: hot; warm; mild; cool and cold to describe climates.

Session 4 - What is extreme weather?

- Identify different types of extreme weather.
- Understand / know the difference between climate and weather.
- Be aware of recent episodes of extreme weather and the location of these.
- Understand that geographers study extreme weather to find out when and why it occurs and what impact it has on people and places.
- Identify / state potential dangers of each type of extreme weather.

Session 5 - How does extreme weather cause problems in Florida?

- Understand the types of weather that form a hurricane.
- Recap directional language (to determine / explore the location of Florida).
- Know / understand that the Saffir-Simpson scale categorises hurricanes.
- Understand / identify ways to stay safe when a hurricane occurs.

Session 6 - How is climate different around the world?

- Understand that climate is different around the world.
- Understand that the North and South Poles have cold and icy climates and that countries closer to the Equator have a hot and humid / warm climate.

Links to National Curriculum:

- Name and locate the world's seven continents and five oceans.
- Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Understand geographical similarities and differences through the study of human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.

- Explain how the climate might change in a mountainous area (generally cooler and more frequent rainfall).
- Use climate maps and temperature and rainfall data to compare the weather and climate in different countries.

Session 4 - What is extreme weather?

- Describe / explain the different types of extreme weather (hurricane; tornado; drought and flooding).
- Explain the impact that extreme weather has on people and places.

Session 5 - How does extreme weather cause problems in Florida?

- Describe the weather during a hurricane and explain its danger to people and places.
- Explain the impact that hurricanes will have on the people living in the region.
- Locate Florida on a world map / map of North America and use directional language to determine its position in the world / within North America etc.
- Create a weather report for a hurricane and orally present this as a news reader.
- Explain (as part of the news report) the location and direction the hurricane is approaching from and where it might reach the land; what might happen in that specific region and how people can stay safe.
- Discuss how the hurricane season in Florida differs from the winters in the United Kingdom.

Rocket Words (Vocabulary):

Session 1 - continent; country; ocean; sea; atlas.

Session 2 - North Pole; landscape; South Pole; equator; climate.

Session 3 - hot climate; warm climate; mild climate; cool climate; cold climate.

Session 4 - hurricane; flood; extreme; tornado; drought.

Session 5 - scale; rainfall; wind speed; Florida; storm.

Session 6 - climate; continent; weather; country; equator.

Session 6 - How is climate different around the world?

- Describe how the climate differs as countries get further from the Equator.
- Compare the climate in different areas of the world.
- Using a world map / globe, discuss climate changes around the world.
- Explain / describe the climate at the North and South Poles, around the Equator and in Southern and Northern Europe.

Class 4 - Year 4/5

<p>Y4/5 Topic 1</p>	<p><u>The United Kingdom</u></p> <p><u>Session 1 - What are the counties in the United Kingdom?</u></p> <ul style="list-style-type: none">• Name / identify some counties of the United Kingdom.• Identify / state some facts about the United Kingdom.• Know the four countries that make up the United Kingdom.• Know what a county is and name the county in which they live.• Know / name the largest and smallest county in the United Kingdom. <p><u>Session 2 - What makes a county in the UK unique?</u></p> <ul style="list-style-type: none">• Identify / name the county in which they live.• Share / know some key facts about the county in which they live.• Understand that different counties have different features.• Know / understand what human and physical features are.• Understand that the counties of the United Kingdom are unique due to their diverse blend of human and physical features. <p><u>Session 3 - What food is produced in the United Kingdom?</u></p> <ul style="list-style-type: none">• Name some foods that are grown and made in different parts of the United Kingdom.• Name some of the significant landmarks in their home county.• Understand that some counties have traditional food and drink, due to the fact that this is grown or produced locally.• Understand that the United Kingdom can grow certain crops and not others and that it has a rich history of regional food production with many counties being famous for specific foods due to their local climate, traditions and agriculture.• Name some foods that are famous in their own / home county. <p><u>Session 4 - What types of plants and animals can be found in the United Kingdom?</u></p> <ul style="list-style-type: none">• Understand that different types of plants and animals are found across the United Kingdom.	<p><u>Session 1 - What are the counties in the United Kingdom?</u></p> <ul style="list-style-type: none">• Locate some counties of the United Kingdom on a map.• Label the counties of the United Kingdom on a map.• Compare counties of the United Kingdom by size and population.• Research different facts about counties; recording their location; size; population and another fact. <p><u>Session 2 - What makes a county in the UK unique?</u></p> <ul style="list-style-type: none">• Locate the county in which they live on a map and research some key facts about the county.• Describe the location of a county.• Research human and physical features that make a county unique.• Describe a feature of a county and explain its significance. <p><u>Session 3 - What food is produced in the United Kingdom?</u></p> <ul style="list-style-type: none">• Identify / research foods that come from specific counties in the United Kingdom.• Explain how the weather and landscape in different counties help to produce food. <p><u>Session 4 - What types of plants and animals can be found in the United Kingdom?</u></p> <ul style="list-style-type: none">• Research the different types of plants and animals found across the United Kingdom.• Explain why and where different types of plants and animals are found across the United Kingdom.• Research animals are native to the United Kingdom.
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- Name some examples of plants and animals that are found (live) in the United Kingdom and some that are not found in the United Kingdom.
- Name / identify some physical features of the United Kingdom.
- Understand that the United Kingdom has a temperate climate and know what this is.
- Understand that the United Kingdom is home to a diverse range of native plants and animals, many of which have adapted to a temperate climate, seasonal weather patterns and varied landscapes.

Session 5 - Which cities are found in the United Kingdom?

- Name the major cities in the United Kingdom, including the four capital cities.
- Understand that in the United Kingdom, all cities have specific features that enable them to be classified as a city.
- Name some of the features of a city in the United Kingdom.
- Understand that in the United Kingdom that a place is granted city status by the monarch.

Session 6 - Why do people visit the United Kingdom?

- Name a variety of different counties in the United Kingdom.
- Name / state some examples of human and physical features in their own county.
- Understand that counties are unique and known for their own specific traditions, landscape and landmarks.

Links to National Curriculum:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Session 5 - Which cities are found in the United Kingdom?

- Describe / investigate / identify the features of a city in the United Kingdom.
- Explain why cities are important to their surrounding areas.
- Research a city in the United Kingdom and identify and explain the features that give it 'city status' and why it is important to its surrounding areas.

Session 6 - Why do people visit the United Kingdom?

- Describe the location of different counties in the United Kingdom.
- Research a county of their choice; including location; some geographical features / landmarks and traditions. Explain what makes a county of their own choice unique.

	<p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - region; country; location; county; features.</p> <p>Session 2 - unique; human features; physical features; tradition; landmarks.</p> <p>Session 3 - seasonal; variety; crops; produce; vegetation.</p> <p>Session 4 - native; wildlife; habitat; climate; temperate.</p> <p>Session 5 - city; capital city; businesses; transport; culture.</p> <p>Session 6 - county; city; unique; landscape; landmark.</p>	
<p>Y4/5 Topic 2</p>	<p><u>Europe</u></p> <p><u>Session 1 - Which countries are located within Europe?</u></p> <ul style="list-style-type: none"> • Name some countries within Europe. • Know that the United Kingdom is located within Europe. • Know that the climate is generally warmer in the south of Europe. • Know some interesting facts about Europe. • Recognise / know some of the flags of European countries. • Know that Europe is home to 44 countries, each with its own unique culture, history and government. <p><u>Session 2 - What are Europe's capital cities?</u></p> <ul style="list-style-type: none"> • Name some capital cities within Europe (and countries within Europe). • Know / understand the difference between a capital city and a city. • State some facts about different capital cities in Europe, related to human and physical features and history and culture. <p><u>Session 3 - How are Northern and Southern Europe similar and different?</u></p> <ul style="list-style-type: none"> • Name some countries in Northern and Southern Europe. • State some human and physical features in Northern and Southern Europe. • Know / understand that the climate in Southern Europe is warmer than in Northern Europe. • State some similarities and differences between Northern and Southern Europe. <p><u>Session 4 - Where is Eastern Europe?</u></p> <ul style="list-style-type: none"> • Name some countries within Eastern Europe. • Name / state some human and physical features of Eastern Europe. 	<p><u>Session 1 - Which countries are located within Europe?</u></p> <ul style="list-style-type: none"> • Locate some countries within Europe on a map. • Describe some countries within Europe. <p><u>Session 2 - What are Europe's capital cities?</u></p> <ul style="list-style-type: none"> • Locate some capital cities within Europe on a map. • Describe some capital cities within Europe. • Research a selection of European cities in a range of different European countries. <p><u>Session 3 - How are Northern and Southern Europe similar and different?</u></p> <ul style="list-style-type: none"> • Identify / research some human and physical features in Northern and Southern Europe. • Compare the geographical features in Northern and Southern Europe. <p><u>Session 4 - Where is Eastern Europe?</u></p> <ul style="list-style-type: none"> • Describe / explain the climate in Eastern Europe. • Identify / research some human and physical features in Eastern Europe. <p><u>Session 5 - What are the key human and physical features of Western Europe?</u></p> <ul style="list-style-type: none"> • Describe / explain the climate in Western Europe. • Identify / research some human and physical features in Western Europe.

	<p><u>Session 5 - What are the key human and physical features of Western Europe?</u></p> <ul style="list-style-type: none"> • Name some countries within Western Europe. • Name / state some human and physical features of Eastern Europe. • State some facts about a Western European country if their choice. <p><u>Session 6 - Why do people visit Europe?</u></p> <ul style="list-style-type: none"> • Name some countries in Europe. • Name some capital cities in Europe. • Name some key European human and physical features. • State a European country they would like to visit with the reasons for visiting. • Know that Europe is home to 44 countries, each with its own unique culture, history and government. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. . <p><u>Rocket Words (Vocabulary):</u></p> <p>Session 1 - country; Atlantic Ocean; Europe; continent; Mediterranean Sea. Session 2 - city; capital city; landmarks; government; business. Session 3 - Northern Europe; differences; geographical features; Southern Europe; similarities. Session 4 - mountain; castle; Eastern Europe; bison; wildlife. Session 5 - Western Europe; culture; Rhine River; canals; medieval. Session 6 - Mediterranean Sea; capital city; climate; plains; Europe.</p>	<ul style="list-style-type: none"> • Research a Western European country, focusing on climate, major cities and key geographical features. <p><u>Session 6 - Why do people visit Europe?</u></p> <ul style="list-style-type: none"> • Locate some countries in Europe on a map. • Locate some capital cities in Europe on a map. • Locate and describe some human and physical features in Europe. • Plan a trip through Europe, explaining reasons for visiting certain places (using their learning to do so). • Plot / draw a route on a map and label key locations.
<p>Y4/5 Topic 3</p>	<p><u>Volcanoes, Mountains and Earthquakes</u></p> <p><u>Session 1 - What are mountains?</u></p> <ul style="list-style-type: none"> • Name some key mountain ranges of the world. • Know what a mountain is and what defines it as a mountain. • Understand that a mountain is a significant physical geographical feature. • Know that a relief map helps to visualise physical features in the landscape. • Understand that mountains have diverse climates and ecosystems. 	<p><u>Session 1 - What are mountains?</u></p> <ul style="list-style-type: none"> • Locate some key mountain ranges on a world map. • Explain / define some key features of a mountain. • Identify / deduce some mountainous features on a relief map. • Label the key features of a mountain range on a diagram.

Session 2 - What are earthquakes?

- State / name some famous mountain ranges.
- Know what an earthquake (sudden, violent movements of the Earth's surface caused by the movement of tectonic plates).
- Know some countries around the world where earthquakes have taken place.
- Know that earthquakes vary in intensity and can cause significant damage to the Earth's surface.

Session 3 - Do earthquakes still happen?

- Name some areas where recent earthquakes have occurred.
- Understand that earthquakes can cause significant damage on the Earth's surface.
- Know that earthquakes happen in areas along the fault lines, where the tectonic plates meet.

Session 4 - What are volcanoes?

- Understand what happens during a volcanic eruption.
- Know that most volcanoes are located along plate boundaries.
- Know that a volcano is an opening in the Earth's surface.
- Know the layers of the Earth - the crust, mantle, outer core and inner core.
- Understand / know that volcanic eruptions can cause widespread destruction.
- Know that volcanoes are classified into three categories: active, dormant and extinct.

Session 5 - Do volcanoes still erupt?

- Name some areas where recent volcanic eruptions have occurred.
- Understand that volcanologists study volcanic activity to understand and predict future eruptions.
- Know that volcanic eruptions are a significant geological phenomenon that occur when magma from the Earth's mantle reaches the surface.

Session 6 - Why do we have volcanoes, mountains and earthquakes?

- Understand / know why we have volcanoes, mountains and earthquakes.
- Name / know some famous volcanoes in the world.
- Know that volcanoes are classified into three categories: active, dormant and extinct.
- Know that volcanoes are formed when magma from the Earth's mantle rises to the surface, often due to tectonic plate boundaries where plates diverge or converge.

Session 2 - What are earthquakes?

- Locate areas where earthquakes have occurred.
- Label the plate boundaries on a world map.
- Explain how to stay safe during an earthquake.
- Describe / explain how an earthquake occurs.

Session 3 - Do earthquakes still happen?

- Locate some areas where recent earthquakes have occurred.
- Describe the impact of earthquakes on those living in affected regions.
- Research a recent earthquake - where it occurred; what happened; severity and the impact.

Session 4 - What are volcanoes?

- Explain what a volcano is and what happens during an eruption.
- Describe how a volcanic eruption happens and the effect this might have on people's lives.
- Investigate where volcanoes occur on a world map.
- Label the key features of a volcano on a diagram.

Session 5 - Do volcanoes still erupt?

- Locate some areas where recent volcanic eruptions have occurred.
- Describe / recount the events that took place during a recent volcanic eruption and how this impacted on people's lives.
- Research a recent volcanic eruption - including the location of the volcano; when the eruption took place and the impact on people living in the region.

- Know that mountains are primarily formed through tectonic forces that cause the Earth's crust to fold, fracture and uplift.
- Know that earthquakes occur when stress builds up along fault lines (fractures in the Earth's crust where tectonic plates meet).

Links to National Curriculum:

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Rocket Words (Vocabulary):

Session 1 - physical features; mountain range; valley; peak; relief map.

Session 2 - earthquake; plate boundary; seismic wave; fault line; tectonic plates.

Session 3 - tsunami; magnitude; Richter Scale; seismologist; region.

Session 4 - volcano; magma; lava; Earth's crust; erupt.

Session 5 - volcanologist; eruptions; impact; volcanic soil; hot springs.

Session 6 - earthquake; plate boundary; mountain range; volcano; tectonic plates.

Session 6 - Why do we have volcanoes, mountains and earthquakes?

- Explain why we have volcanoes, mountains and earthquakes.
- Describe some features of mountains and some events that take place during earthquakes and volcanic eruptions.
- Describe areas or events - a mountain range; a location of a recent earthquake / volcanic eruption.
- Label features and / or events clearly on a diagram.

Class 5 - Year 5/6

Y5/6
Topic 1

North America

Session 1 - Which physical geographical features are located in North America?

- Name some physical features found in North America.
- Understand that North America is home to a wide range of physical features that have shaped its climate, ecosystems and human activity.

Session 2 - Which human geographical features can be found in North America?

- Recap some physical features found in North America.
- Name some human features found in North America.
- Name some famous cities, landmarks and traditions found in North America.
- Understand that North America is home to a wide variety of human features that reflect its cultural, economic and historical diversity.

Session 3 - What is the climate like in North America?

- Recap some human and physical features found in North America.
- Know what a climate zone is and name some examples of these e.g. tundra, subarctic, temperate, desert, tropical etc.
- Understand that North America is one of the most geographically and climatically diverse continents in the world with a wide range of climate zones.

Session 4 - What is the San Andreas fault line?

- Recap some of the different climate zones found in North America.
- State / know some adaptations that people can make living next to the fault.
- Understand that the San Andreas fault is responsible for some of the most significant earthquakes in US history.

Session 5 - How are wildfires a challenge in California?

- Know how wildfires start by stating some of the key causes.
- Understand that wildfires are dangerous and state some of the dangers of these.

Session 1 - Which physical geographical features are located in North America?

- Locate some physical features in North America.
- Describe some physical features in North America.
- Explain the significance of North America's physical features.
- Research a physical feature in North America,

Session 2 - Which human geographical features can be found in North America?

- Locate some human features in North America.
- Describe some human features in North America.
- Explain the significance of North America's human features.
- Research a human feature found in North America,

Session 3 - What is the climate like in North America?

- Identify and describe the different climate zones in North America.
- Explain why each climate zone is unique.
- Locate climate zones of North America on a map.

Session 4 - What is the San Andreas fault line?

- Explain what the San Andreas fault line is.
- Describe / explain how the San Andreas fault line was created.
- Create a model of a strike-slip fault line.
- Identify / explain risks to life caused by the San Andreas fault line.

	<ul style="list-style-type: none"> • Know that North America experiences thousands of wildfires each year and that these have devastating effects on the region. • Understand that wildfires are uncontrolled fires that spread rapidly through vegetation, often triggered by natural or human-made factors. <p><u>Session 6 - What are the key features of North America?</u></p> <ul style="list-style-type: none"> • Name some key human and physical features in North America. • Name some of the major cities located in North America. • Name / know some of the climate zones across North America. • State some of the challenges faced in North America. • Understand that North America is a continent consisting of countries such as the United States, Canada and Mexico. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p><u>Rocket Words (Vocabulary):</u> Session 1 - physical features; plains; prairie; location; peninsula. Session 2 - distribution; human feature; land use; settlement; landmark. Session 3 - arid; humid; temperate; tropical; permafrost. Session 4 - strike-slip fault line; tectonic plates; plate boundary; fault line; epicentre. Session 5 - severe; wildfire; climate; conditions; risk. Session 6 - research; climate zone; human features; physical features; settlement.</p>	<p><u>Session 5 - How are wildfires a challenge in California?</u></p> <ul style="list-style-type: none"> • Identify / explain the dangers of wildfires. • Use a climate zone map of North America and discuss which zones wildfires may occur in. • Explain the impact wildfires have on the community and wildlife. • Research Californian wildfires and record key details of a recent wildfire from news articles. <p><u>Session 6 - What are the key features of North America?</u></p> <ul style="list-style-type: none"> • Locate some of North America's major cities. • Describe the different climate zones across North America. • Locate / show different climate zones on a map. • Explain / describe some of the challenges faced in North America.
<p>Y5/6 Topic 2</p>	<p><u>Amazon Rainforest</u></p> <p><u>Session 1 - Which climate zones and biomes are located in South America?</u></p> <ul style="list-style-type: none"> • Name some of the climate zones / biomes that are found in South America. • Understand / know what the terms 'climate zone' and 'biomes' mean. 	<p><u>Session 1 - Which climate zones and biomes are located in South America?</u></p> <ul style="list-style-type: none"> • Locate the continent of South America and some of its countries on a map. • Explain differences in climates and biomes across South America.

- Understand that South America has a wide variety of landscapes e.g. rainforests, deserts and mountainous areas.
- Know that South America stretches across both the Northern and Southern Hemispheres with the Equator running through its northern region.
- Know that climate change is impacting on South America's climate zones / biomes.

Session 2 - What would a geographer say about Brazil?

- Name some of Brazil's key physical and human features.
- Share / recall a number of interesting facts about Brazil.
- Know that Brazil is the largest country in South America by area and population and that it spans several climate zones e.g. equatorial (north) and subtropical (south).

Session 3 - What are the features of the Amazon Rainforest?

- Identify / name some examples of plants that live in the Amazon Rainforest.
- Name / state some challenges faced by the Amazon Rainforest.
- Share / recall some interesting facts about the Amazon Rainforest.
- Name some countries that the Amazon Rainforest stretches across.
- Name the different layers of the rainforest and state some facts about the climate in each of these layers.
- Understand that the Amazon Rainforest is one of the largest and most biodiverse ecosystems in the world.
- Name / state some of the challenges faced by the Amazon Rainforest.

Session 4 - Why is the Amazon Rainforest important?

- State / understand why the Amazon Rainforest is important to our planet.
- Understand that the Amazon Rainforest is vital to life on Earth.
- Know that the Amazon Rainforest is one of the most biodiverse regions on the planet, supporting millions of species of plants, animals and microorganisms.
- State / know some ways that the Amazon Rainforest can be protected.

Session 5 - What challenges does the Amazon Rainforest face?

- State / name some threats to life in the Amazon Rainforest.
- Name some endangered / threatened species in the Amazon Rainforest.
- State some initiatives taking place to protect the Amazon Rainforest.

- Identify / locate the climate zones and biomes that are found in South America on a map.
- Use an atlas to locate climate zones and biomes in South America.

Session 2 - What would a geographer say about Brazil?

- Describe the location of Brazil.
- Identify and research about some of Brazil's physical and human features.
- Present a number of geographical facts about Brazil.

Session 3 - What are the features of the Amazon Rainforest?

- Compare how the climate changes across regions of the Amazon Rainforest.
- Explain some challenges faced by the Amazon Rainforest and why it needs protection.
- Explain the differences between the different layers in the rainforest.
- Prepare / research facts for a weather forecast (report) across different zones / layers of the rainforest and research species that live there.

Session 4 - Why is the Amazon Rainforest important?

- Explore / research the impact (consequences) of losing the Amazon Rainforest.
- Describe / research preventative measures to limit deforestation in the Amazon Rainforest.

Session 5 - What challenges does the Amazon Rainforest face?

- Identify / explain the threats to life in the Amazon Rainforest.
- Investigate how life can be sustained in the Amazon Rainforest.

	<ul style="list-style-type: none"> • Understand / know that the Amazon Rainforest is under increasing threat from human activity. • Understand / know that many species are becoming endangered or extinct due to the pressures faced by the Amazon Rainforest. <p><u>Session 6 - Why is the future of the Amazon Rainforest uncertain?</u></p> <ul style="list-style-type: none"> • Name / identify threats to life in the Amazon Rainforest. • Understand that the Amazon Rainforest is important to the planet's health. • Understand that the future of the Amazon Rainforest remains uncertain due to the growing impact of deforestation, climate change and unsustainable land use. <p><u>Links to National Curriculum:</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Rocket Words (Vocabulary):</u> Session 1 - tropical; arid / semi-arid; climate zone; biome; temperate. Session 2 - equatorial; location; geographical features; distribution; diverse. Session 3 - climate; temperature; vegetation; meteorologist; canopy. Session 4 - sustainability; ecosystem; life; indigenous; essential. Session 5 - deforestation; logging; threat; agriculture; infrastructure. Session 6 - sustainability; issue; future; certainty; reforestation.</p>	<ul style="list-style-type: none"> • Research the threats faced by a specific species in the Amazon Rainforest. <p><u>Session 6 - Why is the future of the Amazon Rainforest uncertain?</u></p> <ul style="list-style-type: none"> • Describe how the Amazon Rainforest has changed over time and explain why (reasons for this). • Investigate / research how life can be sustained in the Amazon Rainforest.
<p>Y5/6 Topic 3</p>	<p><u>My Place</u></p> <p><u>Session 1 - Where is my place?</u></p> <ul style="list-style-type: none"> • Name / state a particular place (or places) in the world that interests them. • Know what the Equator and the Northern and Southern Hemispheres are. 	<p><u>Session 1 - Where is my place?</u></p> <ul style="list-style-type: none"> • Identify and describe / explain the location of a chosen place on a map using geographical language. • Explain the types of settlement in a given place.

- Name the seven continents and the five oceans.
- Name the different types of settlements (hamlets, villages, towns and cities).

Session 2 - What is the climate like in my place?

- Name / know the climate zone that a specific location is in.
- Understand that the world is divided into different climate zones - tropical, temperate, polar, arid and mountainous.
- Know countries or counties that are located near to their chosen location.
- Name examples of wildlife that exist in their chosen location.

Session 3 - What human features can be found in my place?

- Name / recall some human features located in a specific place.
- Know what a human geographical feature is and understand that these can refer to anything that has been developed by people.
- Name some examples of significant human landmarks that have an important role to play within a community.
- Understand that many human features contribute to tourism and the economy.

Session 4 - What physical features can be found in my place?

- Name / recall some physical features located in a specific place.
- Know what a physical geographical feature is and understand that these refer to features that are natural parts of the world, e.g. rivers, mountains, forests etc.
- Understand that physical features can both support and be a threat to people and wildlife living in the area.

Session 5 - How is my place different?

- Recall some key facts about a specific location (place of their choice).
- Understand that average temperature and rainfall data can help to explain how people live and what plants and animals live there.

Session 6 - Why is my place important?

- Name / identify some key geographical features located in a specific place (human and physical features / landmarks).
- Share / recall some interesting facts about their chosen location / place.

- Use compass points and grid references to describe a chosen location.

Session 2 - What is the climate like in my place?

- Identify the climate zone of a specific location using climate maps.
- Describe / explain the climate in a specific location.
- Explain the effect the climate has on a specific location.
- Research the climate of a specific location / place.

Session 3 - What human features can be found in my place?

- Identify and describe human features located in a specific place.
- Describe / explain the importance of human features to the local community.
- Explain how human features in a specific place have changed over time.
- Research human geographical features located in their chosen / specific location.
- Research how their given place has changed over time.

Session 4 - What physical features can be found in my place?

- Locate some physical features in a specific place.
- Describe the physical features located in a specific place.
- Explain the importance of a range of physical features in a specific location.
- Draw / record the physical features that exist in a specific place.

Links to National Curriculum:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country and a region within North and South America.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Rocket Words (Vocabulary):

Session 1 - global; region; grid references; settlement; location.

Session 2 - biome; climate zone; temperate climate zone; climate; tundra.

Session 3 - human feature; tradition; early settlers; hamlet; custom.

Session 4 - valley; extreme; glacier; precautions; physical feature.

Session 5 - compare; inland; economy; urban; coastal.

Session 6 - geographer; diagram; research; presentation; persuade.

Session 5 - How is my place different?

- Identify and explain similarities and differences between the climate in two different locations.
- Compare the geographical features found in two different locations (human and physical).
- Explain how life would be similar and different for communities living in two different locations.

Session 6 - Why is my place important?

- Describe / explain the location of a place using geographical vocabulary.
- Explain how geography has shaped the community's traditions and culture.
- Collate research about a specific location and decide on an interesting way to present findings / facts.
- Use maps to show the location of their chosen place.