



**Through our Christian Values -
Friendship, Compassion, Trust
and Respect:**

**We Encourage, Build & Hope
together...no one left behind.**

Based on 1 Thessalonians 5-11



GEOGRAPHY

Curriculum Map

1. INTENT



Six underlying attributes at the heart of Sproatley's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is coherently **sequenced** and planned so that pupils know more, do more and remember more.

Our curriculum is **ambitious** and inspiring. It gives all our children the opportunity to achieve academically whilst encouraging interests and talents.

Our curriculum serves to **connect**; it addresses the physical, mental, spiritual, cultural and intellectual needs of our children in a meaningful way.

We teach a **diverse** curriculum by committing to diversity; our teachers and teaching ensure that all pupils feel positively represented and included.

Our curriculum is an **inclusive** one which addresses the needs of all pupils so that they can achieve.



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2. EYFS LINKS & KS1 UNITS

Previous links to EYFS framework:

People, Culture and Communities
 The Natural World
 Communication and Language

KS1 Geography is formed of 6 units and this is the recommended sequence:

Unit Title	Target Year Group
Building Locational Knowledge: Comparing UK and a non-European country	Year 1
Building Locational Knowledge: Continents and Oceans	Year 1
Towns and Cities (including London)	Year 1
Hot and Cold	Year 2
Weather and Seasons	Year 2
Coasts	Year 2

3. LKS2 UNITS



LKS2 Geography is formed of 7 units and this is the recommended sequence:

Unit Title	Target Year Group
Building Locational Knowledge: North America and the Rocky Mountains	Year 3
Migration	Year 3
Rainforests	Year 3
Building Locational Knowledge: Europe – Comparing England and Italy	Year 4
Volcanoes, Earthquakes and Natural Disasters	Year 4
Our Local Area	Year 4
Water, Weather and Climate	Year 4

4. UKS2 UNITS



UKS2 Geography is formed of 6 units and this is the recommended sequence:

Unit Title	Target Year Group
Arctic and Polar Regions	Year 5
Biomes, Latitude and Longitude	Year 5
Globalisation/Energy and Sustainability	Year 5
Building Locational Knowledge: South America	Year 6
Rivers	Year 6
UK Local Area Study	Year 6

5. KS1 UNIT BREAKDOWNS



Unit 1 – Building Locational Knowledge: Comparing UK and a non-European country

<u>Key Vocabulary</u>		<u>Outcomes</u>			
United Kingdom, UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Belfast, Cardiff, continent, country, capital, city Local area, house, street, North, South, East, West Oddizzi UK Oddizzi Contrasting Plan Bee Where Do I Live? Oak Academy UK		- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use world maps, atlases and globes to identify the United Kingdom and its countries - 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.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
What is the United Kingdom? Hook – read The Big Book of the UK Recap – prior learning about where we live and UK BBC Map countries and capitals of UK.	What can you find in the UK? Recap – countries and capitals of UK Introduce human and physical features. Map physical and human features of UK.	Local area & fieldwork Recap – countries and capitals of UK Do we know our address? How can we describe where we live? Local area walk – spot features on checklist	Local area & fieldwork – maps Recap – countries and capitals of UK Map local area – look at symbols and create simple map of local area showing school and home	Where is Mugurameno and what is it like to live there? Contrasting area in non-European country Recap – countries and capitals of UK, continents Introduce Mugurameno village, Zambia. Locate in Southern Africa Look at climate and use of the river Zambezi	Is life the same or different? Compare contrasting area in non-European country Create a day in the life for chn in each village.

5. KS1 UNIT BREAKDOWNS



Unit 2 – Building Locational Knowledge: Continents and Oceans

Key Vocabulary

Continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica
Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean
Hemisphere, population, currency, food, landmarks, climate

Outcomes

- 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

Further resources: Oak [Continents](#), Oak [Oceans](#), [Oddizzi Continents & Oceans](#)

Lesson One

What is a continent? What is Europe like?

Introduce 7 continents and identify northern/southern hemispheres. Order from largest to smallest.

Label 7 continents on a map.

[BBC Teach Continents](#)
[BBC](#) [BBC intro](#)

Identify Europe on a map and some key countries and landmarks: Eiffel Tower, Colosseum, Italy, Parthenon, Greece?

2nd smallest continent but densely populated. Pop – 741 million

Lesson Two

What is Africa like?

Recap – order continents in size and write names

Identify Africa on map
Pop – 1.2 billion, oldest human fossils have been found in Africa.

Learn countries of Africa – name 3. Link to prior unit on Zambia.

Teach about food from Africa.
Teach about different climate in Africa – desert areas and rainforest.
Locate landmarks: Valley of Kings, Egypt, Mt Kilimanjaro, Tanzania and Victoria Falls, Zimbabwe.
Big 5 African animals.

Lesson Three

What is Australia like? What is Asia like?

Locate cont and look at countries in continent of Australia – clarify country/continent. Pop – 42 million
Learn about countries.
Teach about the outback – mostly desert. Look at climate compared to UK
Features – Sydney Opera House, Great Barrier Reef, marsupials.

Intro Asia – largest continent and largest pop – 4.5 billion. Look at mega-cities inc Tokyo, Beijing, Delhi. Features – Great Wall of China, Taj Mahal, Mt Everest, Yangtze River

Lesson Four

What are North America and South America like?

Locate continents.
N Am 3rd largest, pop – 579 million. Look at countries in N Am. physical features – Rocky Mountains, grasslands, great plains, wetlands.
Everglades, Rocky Mountains, cloud forests, Niagara Falls *more in Y34*

S Am 4th largest, pop – 422 million. Look at countries of S Am. longest river, highest waterfall, and the longest mountain range, largest rainforest.
Features – Atacama desert, Angel Falls, Machu Picchu, Galapagos Islands.
More in Y5/6

Lesson Five

What is Antarctica like?

Locate continent. 3rd smallest, no humans live there permanently. contains 90% of the world's ice.

Teach about Antarctic Treaty and countries involved. Look at research stations.

Locate South Pole and look briefly at exploration.
More in Y5/6

Look at climate and how animals adapt to this.

Lesson Six

Where are the world's oceans?

Introduce definition of ocean – huge body of salt water.
Locate 5 oceans on a map. Order in size. Relate to continents they surround.

[Oceans song](#)
[7 continents song](#)

Look at importance of oceans – transport, habitats etc

If 7th lesson:
Why are the oceans under threat? How are people protecting our oceans?
Look at threats and ways to manage these. Poster promoting ways to protect our oceans.

5. KS1 UNIT BREAKDOWNS



Unit 3 – Towns and Cities (including London)

Key Vocabulary

Settlement, town, city, village, population, density, people, homes, factory, farm, house, office, shop
Tourist, tourism, landmark, transport

Texts – [If the World Were 100 People](#), [Children of the World](#), [Cities of the World by Becky Davies](#), The Queen's Hat

Outcomes

- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

[Plan Bee Life in the City](#) [Oddizzi settlements](#)
[Oak Villages, towns and cities](#)

Lesson One

Where are the world's people?

Hook – estimate how many people live in the world. (8 billion) Read **If the world were 100 people...**

Look at pop density on world map (see Oak 1).

Lesson Two

What is a settlement?

Define a settlement. Teach features of village, town and city.

Sort local places into villages, towns and cities using photos.

Look at features of Sproatley as a village – label on a simple map.

Look at local towns – Beverley?

Lesson Three

What affects where people live?

Recap – villages, towns, cities

Read **Children of the World**

Home around the world
Read [A Place Called Home](#)

Lesson Four

What makes a city?

Recap – what makes a village, town or city? Name some?

Read **Cities of the World**

Look at features of chosen cities: commercial areas, transport, residential, industrial.

Look at map of Hull and locate key features using NSEW.
Look at the port

Lesson Five

What is London like?

Recap – where is the capital of England?

Read **The Queen's Hat**

Locate London on a map.

Teach about transport in London and key landmarks [video](#)

Map key human features and landmarks: Big Ben, London Eye, Tower of London, St Paul's Cathedral, Tower Bridge, Buckingham Palace

Map key landmarks.

Lesson Six

What are the landmarks of London?

Recap – where is London?

Describe how to get from one landmark to another on a grid using NSEW and near/far/right/left.

Diary or plan trip to London inc transport [Ideas and examples](#)

5. KS1 UNIT BREAKDOWNS



Unit 4 – Hot and Cold

Key Vocabulary

Oak Academy – [hot places](#) and [cold places](#)
[Oddizzi plans](#)

Equator, temperature, hot desert, tropical rainforest
Axis, thermometer, hemisphere,
Pole, polar region, Arctic, Antarctica

Outcomes

- identify seasonal and daily weather patterns in the United Kingdom and the **location of hot and cold areas of the world in relation to the Equator and the North and South Poles**
- use 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
- 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

Lesson One

Where are the hot and cold places in the world?

Mapping

Equator
Tropics
North and South Pole

Sunlight and temperature

Lesson Two

Where are the world's rainforests and what are they like?

Map tropical rainforests

Teach climate

Look at climate in the rainforests

Diversity and range of plant and animal life

Lesson Three

Where are the deserts?

Map deserts including Sahara

Teach climate – hot and dry with poor soil

Look at climate change and deserts

Life and challenges in desert – plants and people

Write postcard home from Sahara

Lesson Four

What is the North Pole & Arctic like?

Locate North Pole and Arctic circle and Arctic Ocean

Permanent ice and midnight sun

Arctic wildlife

People living in the Arctic

Lesson Five

What is South Pole and Antarctica like?

Locate South Pole and Antarctic circle

Ice cap and climate – changing landmass

Antarctic wildlife – all creatures feed from the sea; penguins only found in Southern Hemisphere and only Emperor penguins stay all year

People – no permanent populations but tourists and scientists visit
Antarctic Treaty there to protect

Lesson Six

What would it be like to live in the Arctic or Antarctica?

Where would you prefer to visit? Discuss

Write a postcard home – who else is there? Wildlife? Climate?

5. KS1 UNIT BREAKDOWNS



Unit 5 – Weather & Seasons

Key Vocabulary

order
month, season, autumn, winter, spring, summer
weather, snow, rain, sun, wind, temperature,

[Oddizzi plans and resources Oak Academy](#)

*Note links with Year 1 Science:

Pupils should be taught to: observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

*Books needed – The Weather Girls by Aki , Seasons, Look Inside (ordered 1/4/25)

Outcomes

- identify seasonal and daily weather patterns in the United Kingdom
- 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 on a map
- 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.

Lesson One

How is the year organised into months and seasons?

Hook – The Weather Girls – show front cover and make predictions & ask Qs about weather & seasons

Assessment – can chn name months of the year? Seasons? Recap hot & cold unit.

Order months of year.
Sort photos into 4 seasons.
Match seasons to months of year.
Sequence themselves into months/seasons they were born.

Read The Weather Girls first part.

Lesson Two

What are the differences between the seasons?

Recap – recall and sequence months of year and match seasons
[BBC Teach seasons](#)

[Seasons songs](#)
Discuss features of seasons – plants, animals, clothing, weather.

I'm thinking of a season game to guess from description.

[Seasons](#) book – children create own tree like in the book to show differences between seasons. Y2 write sentences, Y1 annotate/caption.

Lesson Three

How can we measure the weather?

Recap – revisit questions about the weather from first lesson; which are still to be answered? New Qs?

[Weather All Around Us](#) – what types of weather? How does weather affect us?

Introduce symbols for weather. Look at [weather forecast](#) during a week for Sproatley.

Make a rain gauge [link](#) to measure the rainfall during a week or longer if needed. Investigate [Wind](#)

Science link: pictograms & bar charts to represent

Lesson Four

How can we measure the weather?

Recap – months/seasons,
Look at [weather forecast](#) during a day/week for Sproatley.

[Weather song](#)
[How's the weather? song](#)

Measure the temperature inside and outside each day this week.

Describe the daily weather using key vocabulary learned so far.

Science link: pictograms & bar charts to represent and analyse data

Lesson Five

How wild can the weather be?

Recap – types of weather, seasons
[Look Inside:Wild Weather](#) – what does different weather look and feel like? How might this affect people's lives/jobs?

How can extreme weather be dangerous? What do we see in UK? Flooding,

Lesson Six

Can we create a weather map for the UK?

Recap – revisit questions from start of unit – can chn answer?

Look at simple compass directions in relation to UK map. Recap UK countries. Watch weather forecast or example below.

Landing – green screen weather forecast using UK map and symbols [Example](#) using key vocabulary learned.

5. KS1 UNIT BREAKDOWNS



Unit 6 – Seaside & Coasts

Key Vocabulary

Seaside, coast, coastline, land, beach, cliff, harbour, port, ocean, sea, lighthouse,
Human features, shops, jobs, tourists
North, East, South, West

History link – changes in living memory
[Oddizzi plans & resources](#)

Outcomes

- 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
- key human features, including: **city, town, village**, factory, farm, house, office, **port, harbour and shop**
- name, locate and identify characteristics of the four countries and capital cities of the **United Kingdom and its surrounding seas**
- use simple fieldwork and observational skills to study the key human and physical features of surrounding environment.

Lesson One

What is the seaside?

Recap – prior learning on seaside, beach, UK

Hook – postcards from seaside

(see History plans)

Lesson Two

What are physical and human features of the seaside?

Recap – features from last lesson's postcards and generate any more

Introduce human and physical features [BBC video](#)

Photos of UK beaches and coastlines to identify features – use What Am I? Or I Spy as group, then annotate/write about in books.

Lesson Three

Where are famous UK coastlines?

Sort coastal/non-coastal images

Map beaches and seas on UK map

Use google maps to explore seaside towns

Label features

Lesson Four

What is it like to live in a seaside town?

Human features of seaside towns – Whitby?

Why do people visit? What jobs do people have?
[At The Beach by Roland Harvey](#) use some pages (it is Australian) to draw out attractions and jobs.

[Jobs & tourism BBC](#)

Lesson Five

What is it like at the coast?

Fieldwork and visit

Features of coastlines

Visit to the coast if possible

Lesson Six

What animals and plants do we find at the seaside?

The Sea Below My Toes

Landing – present learning

6. LKS2 UNIT BREAKDOWNS



Unit 1 – Building Locational Knowledge: North America and the Rocky Mountains

Key Vocabulary

Mountains, North America, peak, glacier, continent, states, countries, capitals, Mountain range, summit, altitude, rock, tectonic plates
Agriculture, mining, forestry, gas, oil, economic activity
Landscape, rural, urban, landmark, bridge, park, city

[Oddizzi Mountains and North America](#), Oak [Mountains](#), Oak [North America](#)
Texts – Mountains (World Feature Focus) Mapping North America

Outcomes

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

Lesson One

What are North America's countries and physical features?

Recap – continents, oceans, N Am countries?

Read **Mapping North America**

Look at location of N Am and compare to location of UK, introducing lines of latitude and longitude.

Learn countries within N Am using maps inc google earth and atlases. Map countries of N Am

Introduce physical features – Grand Canyon, Rockies, Yellowstone National Park, Label on maps.

Lesson Two

What are North America's most important human features?

Recap – name countries of N Am

Read **Mapping North America**

Introduce human geog features and look at key cities of N Am.

Locate and map key human features:

Golden Gate Bridge, California, USA
Statue of Liberty, NYC, USA
Chichen Itza, Mexico
Havana, Cuba

Lesson Three

What is the climate like in North America?

Recap – countries of N Am

Introduce the States of US

Map and game to recall.

Introduce climate. Look at climate of caribbean and rockies – compare.

In books – compare climates

Lesson Four

What are mountains?

Recap – tectonic plates from Y3/4

Read **Mountains (World Feature Focus)**

What is a mountain?

Teach how fold mountains are created.

Label features of mountains – slope, valley, summit etc

In books – map rockies, label features

Lesson Five

What and where are the Rockies?

Read **Mountains (World Feature Focus) rockies page**

Map Rockies onto map of N Am. Locate in state and country.

Read Oddizzi text about the Rockies.

Look at climate and features.

In books – Rocky Mountains fact file.

Lesson Six

[Art – blocked unit on drawing]

6. LKS2 UNIT BREAKDOWNS



Unit 2 – Migration

Key Vocabulary

Migrate, migration, migrants, immigrant, refugee, country, advantage, disadvantage, jobs, employment, asylum, climate change, natural disaster, forced, voluntary, temporary, permanent, national, international, push factor, pull factor

Texts – A World Full of Journeys and Migrations

Outcomes

- 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
-

Lesson One

What is migration?

Hook – read **A World Full of Journeys and Migrations – why we move**

Recap – 7 continents and 5 oceans, types of settlements

Define migration = movement of people from one place to another

Teach types: national/international, forced/voluntary, permanent/temporary

Look at some locations and key data on migration.

Lesson Two

How does migration affect people & places?

Teach source country and host country.

Recap reasons for migration. Push and pull factors.

Advantages and disadvantages for source and host countries.

How has the UK been affected by migration? World foods, celebrations from diff parts of the world, public services e.g. doctors coming to work in UK.

Lesson Three

What is economic migration?

Define economic migrant – someone choosing to move to have a better quality of life by getting a better paid job

Push and pull factors

Look at data on migration to UK from Poland. Look at examples of economic migrants from Poland to UK.

Lesson Four

What is a refugee?

Define refugee – someone forced to leave their home as they are not safe.

Teach terms – refugee, asylum seeker, persecution.

Look at case studies from Syria and Ukraine and how young refugees feel. Use [Red Cross resources](#)

Lesson Five

How will climate change affect migration?

Recap – climate change and natural disasters from previous learning

Teach term climate refugees – people forced to leave due to changing climate – flooding, drought, wildfires etc.

Lesson Six

[Art – blocked unit on IT]

6. LKS2 UNIT BREAKDOWNS



Unit 3 – Rainforests

Key Vocabulary

Continent, equator, biome, tropics, rainforest, habitat, climate, rain, precipitation, temperature, latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Equator

[Oddizzi Rainforest](#)

[Plan Bee Rainforest](#)

Lyfta: <https://teacher.lyfta.com/search-content?query=rainforest>

Outcomes

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
-

Lesson One

Where are the world's rainforests?

Recap KS1 learning hot and cold & prior knowledge of rainforests

Locate:
Equator
Tropics

Locate and map of rainforests in the world

Lesson Two

What are the features of a rainforest?

Layers of rainforest
Climate – temperature and rainfall

Diversity – LYFTA link;
Plants
Animals
People

Label or annotate images of rainforests to show features above

Lesson Three

What is the rainforest like?

What is like to live there?
Recap climate

Indigenous people LYFTA link

How do people make a living?

Economy and trade – honey, sustainable development
LYFTA

Lesson Four

Why are rainforests in danger?

Threats to rainforests including logging and deforestation

Research threats and more sustainable options

Write an explanation of threats

Lesson Five

Why are the rainforests important?

Diversity of life in rainforests
Unique conditions

What products come from rainforests?
Which unique creatures are only found in the Amazon?

Lesson Six

How can we protect the rainforests?

Sustainable development

Persuasive writing or poster to show ways we can protect the rainforests

[Week 7 – Art – blocked unit]

6. LKS2 UNIT BREAKDOWNS



Unit 4 – Building Locational Knowledge: Europe – Comparing England and Italy

Key Vocabulary

Oak Academy unit

Countries, border, location, hemisphere, continent, Europe, airport, transport, distance
Human, physical, mountains: Alps, Dolomites, Apennines
settlement, village, city, locality
Climate, terrain, landscape, altitude, latitude
Tourism, sustainable, World Heritage Site, benefit, problem, solution

Outcomes

- 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
- 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

Lesson One

What are the countries of Europe?

Recap prior learning – continents and oceans, knowledge of Italy

Locate the UK, Italy and northern Italy on maps and use digital mapping

Identify countries which border Italy

Direction and distance from the UK

Lesson Two

What are the human and physical features of Italy?

Recap human and physical features and vocabulary – teach new vocab: climate, vegetation belt, industry

Use mapping to investigate mountain ranges – Alps, Dolomites and Apennines

Locate key cities in Northern Italy – Milan, Venice, Turin, Genoa and airports

Look at trade and industry – cars & tourism

Map features

Lesson Three

What is it like to live in a village in Italy?

Recap settlements. New vocab: Climate, settlement, population

Investigate maps and photos to show that villages in N Italy are diverse in terms of landscape – label photos in groups

Teach climate including latitude – mention altitude, terrain and distance from ocean

Write – which village would you most like to live in and why?

Lesson Four

What is it like to live in a city in Italy?

Prior learning on cities and features and how they differ from villages

Map cities in N Italy – Brescia. Look at features inc building, land use, jobs and transport as well as climate

Generate questions and investigate using digital mapping, Google Earth and sources of evidence – what is it like to live here?

Why would you like to live there or not?

Lesson Five

Why do tourists visit Venice?

What do we know about Venice? UNESCO World Heritage Site and popular tourist destination – NE Italy 118 islands separated by canals

Why do tourists visit? Look at photos and tourism videos

Benefits – jobs/income
Problems – crowds, pollution, littering, seasonal work only

Discuss – how can tourism in Venice be more sustainable?

Lesson Six

How does Italy compare to the UK?

Discuss misconceptions and stereotypes – these come from limited knowledge of places

Recap sources of evidence we can use and climate, human/physical features

Compare Yorkshire to Northern Italy – climate, landscape, human and physical features, jobs and industry, settlements and tourism

6. LKS2 UNIT BREAKDOWNS



Unit 5 – Volcanoes, Earthquakes and Natural Disasters

Key Vocabulary

Earth, tectonic plates, crust, core, Ring of Fire, Pacific Ocean, Volcano, mantle, magma, lava, molten, erupt, eruption, active, dormant, extinct, pressure
Earthquake, aftershock, Richter Scale, boundary, movement, tension, vibration, epicentre

*Text – Earth-Shattering Events

Outcomes

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

Lesson One

What is the Earth made of?

Recap formation of mountains

Recap structure of Earth – mantle, crust, magma, tectonic plates etc

draw/label diagram to show understanding

Use text – Earth Shattering Events – create own versions of introductory diagram and expanded cross-sections as sketchnote

Lesson Two

How are volcanoes made?

A volcano is a crack in Earth's crust from which lava is emitted.

Volcanoes are formed at the boundaries of tectonic plates.
Volcanoes take different forms.
Composite volcanoes share a common structure.

Label key features on a diagram

Lesson Three

What happens when a volcano erupts?

Recap formation of mountains and volcanoes

Investigate living near volcanoes – look at photos of homes and farming
One in twenty of the world's population live close to an active volcano. Advantages include the cultivation of fertile soils, income from tourism, mineral extraction and geothermal energy. Disadvantages include the danger posed to people and communities from the eruption of lava, poisonous gases and ash.

Eyjafjallajökull, Iceland – flooding and ash

Lesson Four

How does an earthquake occur?

Recap plate tectonics and how earthquakes occur

Look at [map](#) of where earthquakes occur worldwide – where tectonic plates meet; biggest are where two plate move together or past each other

Teach about Richter Scale

Write an explanation

Lesson Five

What happens when an earthquake occurs?

Recap causes of earthquakes and locations

Look at Honshu Japan 2011 and link to tsunami

Early warning systems only give a small amount of notice for imminent quakes – do not predict future quakes

Impact on homes and economy

Lesson Six

How can we protect against natural disasters?

Recap impact of volcanoes and earthquakes
How s Iceland prepared for volcanic eruption – revisit work on 2011 eruption

How do people prepare for earthquakes? [Oak](#)

Look at how govs prepare – housing etc

Look at how individuals and families can be prepared – drills, emergency packs etc

Create a poster to show how to stay safe

[writing link – instructional report on how to react to

6. LKS2 UNIT BREAKDOWNS



Unit 6 – Local area study

Key Vocabulary

UK United Kingdom, Sproatley, Hull, Yorkshire, country, county, city, town, village, human, physical, feature, location, land use, settlement,

Fieldwork, map, sketch, scale, symbols, OS map, compass, direction, grid reference

Outcomes

- 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 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.

Lesson One

What is the geography of England?

Assessment – what do we know already about the UK and our local area?

Hook – show sections of photos of local landmarks one by one – can chn identify locations/features? Read **Maps of the United Kingdom**

Look at map of Yorkshire and use compass to describe locations of key towns and cities nearby.

Map UK countries and capitals, map region and county and Sproatley on UK map.

Lesson Two

How do maps show our local area?

Recap – prior learning on using maps and compass directions

Use 8 compass directions to describe locations in Yorkshire. Introduce OS maps and look at scale and symbols. Bingo game to use symbols.

Learn to use four-figure grid references to describe location using maps of local area.

Lesson Three

What are the key human and physical features of our local area?

Recap – human & physical features

Symbol bingo to recap map symbols.
Look at OS maps of the local area.
Map key physical and human features of the local area.

Lesson Four

How has Sproatley changed over time? How might it change in the future?

Old OS maps and predictions looking at local development in the area.
What impact might new houses have on the local area? What might be needed?

Lesson Five

Can we map our school environment?

Look at maps of the school grounds. Identify key features and refer back to map symbols. Walk around the school grounds using maps and symbols.

Create map of school grounds on squared paper using symbols.

Lesson Six

Can we create tourist information for visitors to Sproatley/Hull?

Create slides or a video presentation about Sproatley and/or Hull.

6. LKS2 UNIT BREAKDOWNS



Unit 7 – Water, Weather & Climate

Key Vocabulary

Water, water cycle, sea, ocean, water vapour, condensation, evaporation
Climate, weather, climate zone, precipitation, temperature, wind, humidity
Climate change, global warming, greenhouse gases, atmosphere,

[*Note Science link to water cycle*](#)

Outcomes

- 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)
- describe and understand key aspects of: physical geography, including: **climate zones and the water cycle**; human geography, including: the distribution of natural resources including **water**
- 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.

Lesson One

Where is the Earth's water? [Oak](#)

Recap learning from KS1 on continents and oceans

Hook – wow video about weather conditions

[Met Office video](#)
[Nat Geo Kids](#)

Look at balance of fresh/salt water and location of world's water.

Water cycle – recap from prior learning if taught already in Science, look at real life examples of melting polar ice etc
[BBC video](#)

Record diagram of water cycle.

Lesson Two

What makes up the weather? [Oak](#)

Recap KS1 learning on weather and seasons,

Focus on the difference between weather (temporary) and climate (average conditions over longer time) [Video BBC](#)
Weather or climate – statements to show diff.

Look at UK climate – rainfall and temp yearly.
Look at our local weather over the course of a week – measure temperature and rainfall daily.
Record in books – today's weather in Sproatley plus average climate for this month in the UK

Lesson Three

Why does it rain?

Recap KS1 learning on weather and seasons, recap water cycle & learning in Science

Recap water cycle diagram – look at types of rain and why it rains

Label water cycle diagram and write explanation.

[Weather](#)

Lesson Four

Why does the UK have wild weather?

Recap KS1 learning on hot & cold and poles.

Recap/teach hemispheres and poles

Teach lines of latitude – equator etc. Map these and map some extreme weather conditions.

Look at extreme weather conditions (link back to learning on natural disasters) and link to global warming and changes in UK – map of UK to locate recent weather events.

Lesson Five

Why is the world's weather changing?

Recap – climate change. How is the world changing? What do chn know already?

Learn about Climate change and impact and dangers

Record:
Changes happening
Reasons for these
Potential dangers

Lesson Six

How can we take climate action?

Learn about examples of young activists
Persuasive writing opportunities – write speeches based on Greta Thunberg's.

Landing – presentation or persuasive advert about climate, climate change and how to take action

7. UKS2 UNIT BREAKDOWNS



Unit 1 – Arctic and Polar Regions

<u>Key Vocabulary</u>		<u>Outcomes</u>			
Arctic, Antarctic, Antarctica, North Pole, South Pole, Hemisphere, Arctic Circle, Antarctic Circle, Tundra, permafrost,		- 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 - 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			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Where are the polar regions?</u> Recap prior learning Polar regions Poles, Arctic/Antarctic circles – identify countries within Arctic circle Mapping polar regions	<u>What is life like in the polar regions?</u> Arctic – countries (inc Russia) in Arctic circle, climate, land use, resources etc Antarctica – climate, land use, flora & fauna, resources etc Life for Inuit people – features like travel, food, houses, culture Polar expeditions (linked to reading Shackleton's Journey)	<u>How is land used in the polar regions?</u> Arctic – natural resources of oil, gas and minerals are mined and exported Sustainable tourism Svalbard Antarctica – territories rules by several countries Research and science	<u>How is the climate changing in polar regions?</u> Tundra and taiga biomes Impact of environmental change on Arctic ecosystems Impact of climate change on polar ice caps Similarities and differences in human and physical geography – climate, population, plants and wildlife	[Art blocked – printing]	[DT blocked – polar shelters structures design, make, evaluate]

7. UKS2 UNIT BREAKDOWNS



Unit 2 – Biomes, Latitude and Longitude

Key Vocabulary

Biomes, tundra, taiga, temperate, polar region, equator, tropics, hemisphere, flora, fauna, climate, ecosystem, aquatic, tundra, forest, grasslands, desert, precipitation, conservation, deforestation, biodiversity, extinction, farming, logging, mining, power,

[Oak resources](#)

Outcomes

- 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)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Lesson One

What and where are Earth's biomes?

Lesson Two

Lines of latitude and longitude

Link to time zones and climate zones

Lesson Three

What is taiga?

Location
Climate
Flora
Fauna
Key challenges

Lesson Four

What is grassland?

Location
Climate
Flora
Fauna
Key challenges

Lesson Five

How are biomes being damaged? How can they be protected?

Lesson Six

How are biomes being damaged? How can they be protected?

7. UKS2 UNIT BREAKDOWNS



Unit 3 – Globalisation and Sustainable Energy

Key Vocabulary

Global, globalisation, transport, trade, communication, clothing, products, food, industry, produce, power, positive, negative, impact, advantage, disadvantage, trends, changes, future, natural resources

[Oak Academy](#)

[Oak Academy sustainable energy](#)

[Oak Global trade](#)

Outcomes

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

Lesson One

What is globalisation?

Explain what globalisation is and how it affects our lives and communication across the world.

Importance of transport

Impact of communication – internet and internet access across the world.

Lesson Two

How does globalisation affect trade?

Understand what trade is
Explore how trade has changed

Examine how trade can bring advantages and disadvantages to different people

Look at Fair Trade

Lesson Three

How does globalisation affect clothes and fashion

Examine what 'fast fashion' is
Investigate how the clothing industry has changed
Review the positive and negative impacts of the globalised clothing industry

Go through their clothes and create a list of where their clothes were made. Create a map setting out where clothes were made and how far they have travelled.
Reflect on the impact of clothes travelling so far for the environment and people making them.

Lesson Four

How does globalisation affect food?

Explore which are the most powerful global food companies
Define a TNC
Examine the positive and negative impacts of the globalised food industry

Go through the fridge and cupboard and create a list of where the food was produced (country) and by whom (country)
Calculate the distance food has travelled and research whether that food is grown / produced in the UK

Lesson Five

How do we produce energy?

What is sustainability?
[How do we produce energy?](#)
How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power world. Non-renewable and renewable energy and consider the pros and cons of fossil fuels. Interpreting data about energy production in different countries. Using this data to plot information on a bar graph.
How renewable energy is produced.

Lesson Six

How can we be more sustainable?

Understand why Curitiba introduced new city plans
Investigate how Curitiba has become more sustainable
What is unusual about Curitiba, Brazil?
Understand where Freiburg is
Articulate how Freiburg is sustainable
Review what is special about Freiburg, Germany
Explore how well UK communities measure up to the example of Curitiba and Freiburg
Review the access to public transport, access to green space and commitment to recycling of a UK community –

7. UKS2 UNIT BREAKDOWNS



Unit 4 – Building Locational Knowledge: South America

Key Vocabulary

Continent, country, city, location, physical, human, population, trade, industry, product, mountains, Andes mountains, Amazon River, Machu Picchu, tourism
Similar, different, contrast

Outcomes

- 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
- 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

Lesson One

What countries are in South America?

Recap prior learning n continents and oceans

Mapping skills – label countries using atlas

Using locational language to describe where countries area

Location knowledge of South America and countries – look at countries and capital cities

Lesson Two

What are the key physical features?

Recap – name countries of S Am

Lesson Three

What are the key human features?

Recap – name countries of S Am

Lesson Four

What trade and industry do we find in South America?

Recap – name countries of S Am

Lesson Five

What is the geography of Brazil?

Recap – name countries of S Am

Tourist guide

Lesson Six

How are Brazil and the UK similar and different?

Recap – name countries of S Am

Slides to compare

7. UKS2 UNIT BREAKDOWNS



Unit 5 – Local area study with fieldwork

Key Vocabulary

Sproatley, county, Yorkshire, local area, fieldwork, OS map, contour lines, grid references, significant, buildings, land use, scale, symbols, data, questionnaire, survey, conclusions

Outcomes

- 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
- 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

Lesson One

Why do geographers do fieldwork? What enquiries are happening now?

Lesson Two

Tools of fieldwork: maps
OS maps & symbols
Contour lines
Six-figure grid references

House, school, significant buildings – locate and mark on given maps

Lesson Three

Fieldwork: create map of my community

Land use
Economic activity

Create a sketchmap of local area – label house, school, signif buildings etc using scale and symbols

Lesson Four

Tools of fieldwork: surveys and questionnaires

Create questionnaire – homework to find out about jobs?

Survey – tally road users going past the school

Revise 8 compass points
Create fieldsketch – draw and label location where collecting data

Lesson Five

How do geographers present data?

Create bar chart of data on road users

Draw conclusions from data

Lesson Six

Local area walk – land use

7. UKS2 UNIT BREAKDOWNS



Unit 6 – UK and Rivers

Key Vocabulary

UK, United Kingdom, country, capital, county, city, land-use,

Rivers, basin, meander, oxbow, lakes, source, mouth, tributary

Outcomes

- 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

Lesson One

UK geography

Recap – UK geog knowledge

Hook – quiz to match UK landmarks to locations, countries/cities

Read **Maps of the United Kingdom**

Mapping

Lesson Two

UK rivers inc Hull and Humber

Recap of prior learning – naming rivers and features

Lesson Three

How do rivers shape the land?

Recap – UK geog and rivers

Lesson Four

What landforms do rivers create?

Recap – UK geog and rivers

Lesson Five

World rivers

Recap – UK geog and rivers

Lesson Six

Why are rivers important and what happens when they flood?

Recap – UK geog and world rivers

Landing – video presentation on flooding, dangers and ways to protect