

GEOGRAPHY Components and Assessment Checkpoints

Y1	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Where do I belong?	Would you rather live in London or Newquay?	How is the African Savannah similar or different to the Cornish Countryside?
Learning Threads	<i>Local Area Travel and Transport Trade and Economy Location, Land Use and Settlement</i>	<i>Local Area Travel and Transport Location, Land Use and Settlement Diversity</i>	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement Diversity</i>
Disciplinary Knowledge	<i>Significance Communication (Oracy and Written) Enquiry</i>	<i>Significance Similarity and Difference Cause and Consequence Communication (Oracy and Written) Enquiry</i>	<i>Significance Similarity and Difference Cause and Consequence Communication (Oracy and Written) Enquiry</i>
Tier 3 Vocabulary	<i>Address, Postcode, village town beach, park countryside, coastal area, sea, area, transport, church, school, local, range, symbol, human features, physical features, landmarks, a sense of place, character, trail, fieldwork. map key</i>	<i>United Kingdom, Islands, seas – North, Irish, English Channel, Celtic, Capital cities – London, Cardiff, Edinburgh, Belfast, Landmarks, government, transport, tube, underground, stations, jobs, green spaces.</i>	<i>Continent, Africa, Kenya, Nairobi Savannah, Countryside, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, north, south, east and west, left right, up, down, near, far, culture and lifestyle.</i>
WALTS (Components)	C1: Locate key features of our local area <i>Significance</i> C2: Map landmarks in our local area <i>Communication</i> C3: Plan geographical field work. <i>What is our local area like? What is special about our local area?</i> FIELDWORK <i>Communication (Oracy and Written); Enquiry.</i> C4: Collect data. <i>(field drawings, photographs, sound map)</i> FIELDWORK <i>Communication (Oracy and Written); Enquiry.</i>	C1: identify the countries and capital cities of the UK. <i>Significance</i> C2: Recognise key London landmarks <i>Significance</i> C3: Identify the different types of transport used in London. <i>Similarity and difference</i> C4: Recognise that London has green spaces and understand what this is for. <i>Cause and Consequence</i>	C1: Name, locate and begin to describe the seven continents of the world <i>Significance</i> C2: Recognise that continents are huge and there is a lot of variation within them. <i>Significance</i> C2: Locate the Equator <i>Significance</i> C3: Identify the physical features of Kenya (include climate). <i>Significance; Cause and Consequence</i> C4: Explore who and what lives in Kenya <i>Significance</i>

	C5: Analyse and present data FIELDWORK <i>Significance; Communication (Oracy and Written); Enquiry</i> C7: Locate and name Cornwall and St Columb Minor on a UK map <i>Significance</i> C8: Describe what it is like to live in St Columb Minor <i>Significance; Communication (Oracy and Written)</i>	C5: Consider what it is like to live in London <i>Cause and Consequence</i> C6: Describe how London is different to Newquay <i>Similarity and Difference Communication</i>	C5: Consider what it is like to live in a village and a city in Kenya <i>Cause and Consequence; Similarity and Difference</i> C6: Compare living in Kenya to living in Newquay <i>Similarity and Difference</i>
Assessment Checkpoint	Children who are secure will be able to: ✓ Locate features on aerial photographs <i>Enquiry</i> ✓ Know the name of the country, county and village they live in <i>Significance</i> ✓ Recognise features of their local area <i>Significance</i> ✓ Create maps of familiar places <i>Enquiry</i>	Children who are secure will be able to: ✓ Name and locate the countries and capital cities of the UK <i>Significance</i> ✓ Recognise significant London landmarks <i>Significance</i> ✓ Describe life in London <i>Significance</i> ✓ Compare living in London to Newquay <i>Similarity and Difference</i>	Children who are secure will be able to: ✓ Name, locate and begin to describe some features of the seven continents of the world <i>Significance</i> ✓ Locate the Equator on a world map <i>Significance</i> ✓ Describe life in the hottest countries of the world <i>Significance</i> ✓ Give a personal opinion for whether they would prefer to live in a hot or cold location in our world <i>Communication (Oracy and Written)</i>

Y2	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Where does our food come from?	What should we wear and when do we sleep?	What would you take on an adventure to the Arctic?
Learning Threads	<i>Local Area Water, Weather and Climate Trade and Economy Location, Land Use and Settlement</i>	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement Diversity</i>	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement Diversity</i>
Disciplinary Knowledge	<i>Significance Similarity and Difference Continuity and Change Communication (Oracy and Written) Enquiry</i>	<i>Significance Similarity and Difference Communication (Oracy and Written) Enquiry</i>	<i>Significance Similarity and Difference Cause and Consequence – Why is Galapagos unique? Responsibility - Galapagos Communication (Oracy and Written) Enquiry</i>
Tier 3 Vocabulary	<i>Farm, town, village, factory, house, office and shop. hill, river, soil, valley, vegetation, season and weather. dairy, beef, rural area, urban area, pig sty, hen house, sketch map, primary sector, secondary sector, tertiary sector.</i>	<i>Climate Rainfall Temperature Ocean Native Exotic Examples of plants – Gunera, Tree Fern Coastal Source Trebah New Zealand Piha Origin Source Journey North, south, east and west Compare Contrast</i>	<i>Ocean Sea Island Archipelago Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean North Sea English Channel Irish Sea Isles of Scilly Galapagos Islands Ecuador Volcano/volcanic London Cardiff Edinburgh Belfast English Welsh N Irish Scottish Culture</i>
WALTS (Components)	C1: Explore what farms are and why they are important. <i>Significance</i>	C1: Identify the source of exotic plants. <i>Significance</i>	C1: Name and locate the seven continents and five oceans of the world. <i>Significance</i>

	C2: Use and draw sketch maps using symbols to identify features and navigate around a farm. <i>Significance</i> C3: Plan geographical field work (<i>What happens at our local farm? What products are sold by our local farm?</i>) FIELDWORK <i>Communication (Oracy and Written); Enquiry.</i> C4: Collect data. (<i>field drawings, photographs, sound map</i>) FIELDWORK <i>Communication (Oracy and Written); Enquiry.</i> C5: Analyse and present data FIELDWORK <i>Significance; Communication (Oracy and Written); Enquiry</i> C6: Identify how the change in seasons affect the work on a farm. <i>Significance</i> C7: Compare life on a farm to life in a town. <i>Similarity and Difference</i>	C2: Locate plant origins on a world map. <i>Significance</i> C3: Use geographical vocabulary to describe the journey from New Zealand to Cornwall C4: Describe the location and climate of Piha. <i>Significance</i> C5: Describe the location and climate of Trebah (fieldwork). <i>Significance</i> C6: Compare and contrast Trebah with Piha, explaining why some things are the same and some are different. <i>Similarity and Difference</i>	C2: Recognise what creates a cold place locally and globally. (Climate) <i>Significance Similarity and Difference</i> C3: WALT identify the countries in the Arctic Circle. <i>Significance</i> C4: WALT identify the features of the polar regions (physical features/animals) <i>Significance; Similarity and Difference</i> C5: WALT compare life in an arctic town to our own lives. <i>Similarity and Difference</i> C6 Identify explorers who have contributed to our understanding of polar regions ; <i>Communication (Oracy and Written);</i>
Assessment Checkpoint	Children who are secure will be able to: ✓ Locate a specific location on a range of map scales <i>Significance;</i> ✓ Identify and describe human and physical features <i>Significance; Similarity and Difference</i> ✓ Compare maps to see how a location has changed over time <i>Similarity and Difference; Continuity and Change</i>	Children who are secure will be able to: ✓ Locate the origins on plants on a world map and name the continents <i>Significance</i> ✓ Describe the location and climate of contrasting locations <i>Similarity and Difference</i> ✓ Explain the reasons for geographical similarities and differences between places <i>Similarity and Difference; Cause and Consequence</i>	Children who are secure will be able to: ✓ Name and locate the continents, oceans and countries in the Arctic Circle <i>Significance</i> ✓ Describe the climatic and physical features of contrasting locations <i>Similarity and Difference</i> ✓ Explain why different features and species exist in different places <i>Similarity and Difference; Cause and Consequence</i> ✓ Show a deeper understanding of how people explore our world. <i>Communication</i>

Y3	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	How has Newquay changed?	How Powerful is Our World?	Are all mountains the same?
Learning Threads	Local Area Travel and Transport Trade and Economy Location, Land Use and Settlement	Local Area Water, Weather and Climate Earth Systems Location, Land Use and Settlement Diversity	Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement Diversity
Disciplinary Knowledge	Significance Similarity and Difference Communication (Oracy and Written) Enquiry	Significance Similarity and Difference Cause and Consequence Continuity and Change Communication (Oracy and Written) Enquiry	Significance Similarity and Difference Cause and Consequence Continuity and Change Communication (Oracy and Written) Enquiry
Tier 3 Vocabulary	Function – residential, industrial, commercial, or recreational. Housing Types – Terraced, detached, semi-detached, flats or bungalows. Land use. Rural. Coastal. Service Industry – retail, education, healthcare, or tourism. Settlement. Town. Site – the location of where a settlement first started.	Structure Tectonic plates Volcano Volcanic/non-volcanic Earthquake (zone) Latitude Longitude Erupt(ion) Crust Hawaii Magma Lava Crater Crust Mantle Inner core Outer core Epicentre	Landmark River Mountain Volcano Capital city Human geography Physical geography Atlas Mediterranean Sea Caribbean Sea Red Sea South China Sea Bering Sea Black Sea Arabian Sea Tasman Sea Beaufort Sea Mount Everest Mount Kilimanjaro Mount Fuji K2 Key capital cities – Tokyo, Paris, Beijing, Canberra, Buenos Aires
WALTS (Components)	C1: Understand what a settlement is. Significance C2: Describe changes in Newquay. Continuity and Change	C1: Describe the structure of the Earth and identify the location of tectonic plates Significance	C1: Understand how mountains formed Cause and Consequence; Continuity and Change

	C3: Plan geographical field work (How has our settlement changed? What are our local buildings like today and in the past? How has the use of the land in Newquay changed over time?) FIELDWORK Communication (Oracy and Written); Enquiry. C4: Collect data. FIELDWORK Communication (Oracy and Written); Enquiry. C5: Analyse and present data FIELDWORK Significance; Communication (Oracy and Written); Enquiry C6: Explain what makes a change in our settlement successful or not successful. Communication (Oracy and Written); Enquiry.	C2: Locate significant volcanoes and earthquake zones on a world map Significance C3: Describe the location of volcanoes using latitude and longitude. Significance C4: Explain what causes an earthquake to occur Cause and Consequence C5: Explain what causes a volcano to erupt Cause and Consequence C6: Explain how people, plants and animals adapt to living in volcanic areas Continuity and Change C7: Contrast life in a volcanic and non-volcanic area (Kauai island in Hawaiian and Bryher in the Isles of Scilly) Similarity and Difference	C2: Recognise of features of mountains. Significance C3: Identify mountains in the UK and North America Significance C4: Locate human and physical features in North America Significance C5: Research a specific region within one country using a variety of sources, including Digi mapping (New York) Communication (Oracy and Written) Enquiry C6: Compare and contrast the human and physical geography of two regions within two countries Similarity and Difference
Assessment Checkpoint	Children who are secure will be able to: ✓ Name different types of settlement Significance ✓ Recognise the features of settlements. Significance ✓ Suggest how to carry out fieldwork. Enquiry ✓ Explain recent changes that have happened in their local area. Continuity and Change	Children who are secure will be able to: ✓ Know the structure of the Earth Significance ✓ Use latitude and longitude to locate earthquake and volcano zones Enquiry ✓ Explain how a volcano and earthquake happens Cause and Consequence ✓ Explain what it is like to live in a volcanic region Cause and Consequence ✓ Compare and contrast two locations Similarity and Difference	Children who are secure will be able to: ✓ Describe mountains Significance ✓ Locate mountains in the UK and North America Significance ✓ Explain how mountains are formed Cause and Consequence ✓ Explain what it is like to live in New York Cause and Consequence ✓ Compare and contrast two locations Similarity and Difference

Y4	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Would you rather live in the Mediterranean or the UK?	How does a river change along its journey?	How are our coastlines changing?
Learning Threads	<i>Local Area</i> <i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i> <i>Diversity</i>	<i>Local Area</i> <i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i> <i>Diversity</i>	<i>Local Area</i> <i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i>
Disciplinary Knowledge	<i>Significance</i> <i>Similarity and Difference</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>	<i>Significance</i> <i>Similarity and Difference</i> <i>Cause and Consequence</i> <i>Continuity and Change</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>	<i>Cause and Consequence</i> <i>Continuity and Change</i> <i>Responsibility</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>
Tier 3 Vocabulary	<i>North, South, East, West (North-East, North-West, South-East, South-West)</i> <i>Europe</i> <i>Continent</i> <i>Italy</i> <i>Italian</i> <i>Rome</i> <i>Milan</i> <i>Naples</i> <i>Tuscany</i> <i>Mediterranean Sea</i> <i>Adriatic Sea</i> <i>Tyrrhenian Sea</i> <i>Ionian Sea</i> <i>Aegean Sea</i> <i>Tourism</i>	<i>Amazon River</i> <i>River Ganges</i> <i>Mississippi River</i> <i>River Nile</i> <i>Nile Delta</i> <i>Aswan Dam</i> <i>River Fal</i> <i>Water cycle</i> <i>Evaporation</i> <i>Condensation</i> <i>Precipitation</i> <i>Collection</i> <i>Four figure grid reference</i> <i>Source</i> <i>Mouth</i> <i>Oxbow lake</i> <i>Tributary</i> <i>Meander</i> <i>Stream</i> <i>Erosion</i> <i>Bank</i> <i>Valley</i>	<i>Coast</i> <i>Cove</i> <i>Beach</i> <i>Erosion</i> <i>Deposition</i> <i>Cave</i> <i>Dune</i> <i>Stump</i> <i>Headland</i> <i>Stack</i> <i>Cliff</i> <i>Arch</i> <i>Coastal management</i> <i>Sea wall (hard engineering)</i> <i>Groyne (Hard engineering)</i> <i>Rock armour (Hard engineering)</i> <i>Beach nourishment (Soft engineering)</i> <i>Dune nourishment (Soft engineering)</i> <i>Reprofiling (Soft engineering)</i>
WALTS (Components)	C1: Name and locate the countries of Europe <i>Significance</i>	C1: Describe and explain the water cycle <i>Cause and Consequence</i>	C1: Explain how coastlines are formed <i>Cause and Consequence</i>

	C2: Identify countries of Europe according to their geographical features <i>Significance</i> C3: Identify features of the Mediterranean <i>Significance</i> C5: Describe the location of Florence in Italy and Athens in Greece and explore their key physical features. <i>Significance</i> C4: Explore what life is like in Florence. <i>Cause and Consequence</i> C5: Explore what life is like in Athens. <i>Cause and Consequence</i> C6: Compare Florence, Athens and Cornwall. <i>Similarity and Difference</i> <i>Communication (Oracy and Written); Enquiry</i>	C2: Identify what happens on a river's journey from source to mouth. C3: Describe the location and features of the points on the Porth River using four-figure grid references <i>Significance</i> C4: Plan geographical field work. <i>How do rivers change along their journey? Where is the greatest amount of erosion? How does the Porth River compare with the characteristics of a river system?</i> FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry C5: Collect data. (field drawings, stone samples) FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry C6: Analyse and present data FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry C7: Explore what happens when a river floods. <i>Cause and Consequence</i>	C2: Describe how erosion affects the coastline <i>Cause and Consequence</i> C3: Identify and describe coastal management strategies <i>Cause and Consequence; Continuity and Change; Responsibility</i> C4: Use four and six figure grid references to locate beaches within a ten-mile radius <i>Enquiry</i> C5: Plan geographical field work. <i>Which coastal features can we see in Newquay Beaches? Can we identify signs of coastal erosion?</i> FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry. C6: Collect data. (field drawings, photographs) FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry. C7: Analyse and present data FIELDWORK Communication (<i>Oracy and Written</i>); Enquiry.
Assessment Checkpoint	Children who are secure will be able to: ✓ Describe the key geographical features of Cornwall and Italy and Greece <i>Significance</i> ✓ Compare living in England, Italy and Greece <i>Similarity and Difference</i> ✓ Describe how different places have different cultures <i>Similarity and Difference</i> ✓ Explain cultures in Cornwall, Italy and Greece <i>Significance</i>	Children who are secure will be able to: ✓ Explain the water cycle <i>Cause and Consequence</i> ✓ Describe the three courses of a river ✓ Name the physical features of a river <i>Significance</i> ✓ Name some major rivers and describe their location <i>Significance</i> ✓ Describe different ways rivers are used ✓ Describe human and physical features around a river <i>Significance</i>	Children who are secure will be able to: ✓ Know how coasts are formed <i>Continuity and Change</i> ✓ Identify, describe and explain coastal management strategies <i>Cause and Consequence; Continuity and Change; Responsibility</i> ✓ Know that there are different types of beaches <i>Similarity and Difference</i> ✓ Describe their local coastline <i>Communication</i> ✓ Describe a location using a 4 or 6 digit grid reference. <i>Enquiry</i>

	✓ Give a personal opinion on countries <i>Communication</i> (Oracy and Written)	✓ Complete fieldwork exploring a local river <i>Enquiry</i>	
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Y5	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	What is special about the Amazon rainforest	How do we power the Earth?	Would you prefer to live in a hot or cold desert?
Learning Threads	<i>Local Area</i> <i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i>	<i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i>	<i>Local Area</i> <i>Water, Weather and Climate</i> <i>Earth Systems</i> <i>Travel and Transport</i> <i>Trade and Economy</i> <i>Location, Land Use and Settlement</i>
Disciplinary Knowledge	<i>Significance</i> <i>Cause and Consequence</i> <i>Continuity and Change</i> <i>Responsibility</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>	<i>Similarity and Difference</i> <i>Cause and Consequence</i> <i>Continuity and Change</i> <i>Responsibility</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>	<i>Cause and Consequence</i> <i>Continuity and Change</i> <i>Responsibility</i> <i>Communication (Oracy and Written)</i> <i>Enquiry</i>
Tier 3 Vocabulary	<i>Equator, Tropic of Cancer, Tropic of Capricorn,</i> <i>tropical rainforest, temperate rainforest,</i> <i>continent,</i> <i>South America,</i> <i>Brazil, Bolivia, Peru, Ecuador, Columbia,</i> <i>Venezuela, Guyana, Suriname, French Guinea, Peru</i> <i>climate, biodiversity,</i> <i>forest floor, understory, canopy,</i> <i>emergent layer,</i> <i>export, trade, rainforest products,</i> <i>agouti, Brazil nuts</i> <i>pollinate,</i>	<i>Energy</i> <i>Source</i> <i>Electricity</i> <i>Settlement</i> <i>Generate</i> <i>Depleted</i> <i>Replenished</i> <i>Non-renewable energy</i> <i>Fossil fuel</i> <i>Oil</i> <i>Coal</i> <i>Nuclear fuels Uranium</i> <i>Natural gas</i> <i>Renewable energy</i>	<i>biomes,</i> <i>tropical rainforest,</i> <i>deciduous forest,</i> <i>coniferous forest, tundra,</i> <i>grasslands,</i> <i>desert,</i> <i>savanna,</i> <i>eco systems,</i> <i>climatic conditions,</i> <i>flora,</i> <i>fauna,</i> <i>diverse,</i> <i>precipitation,</i> <i>temperature,</i>

	lifecycle, ethnic group, indigenous, settlements, colonists, carbon dioxide, water cycle.	Solar power Wind power Hydroelectricity Tidal energy Geothermal energy Biomass National Grid Carbon Cycle Climate Change Global Warming	hot & cold climates, deserts, formations, sand dunes, salt flats, pillars, arches, human habitation, natural resources, desertification, time zones, Greenwich mean time (GMT), prime meridian, lines of longitude.
WALTS (Components)	C1: Identify the locations and climate of the world's rainforests. (Temperate and Tropical) <i>Significance, Similarity and Difference</i> C2: Identify the key features of the tropical rainforests. (Amazon) <i>Significance</i> C3: Describe how food is grown in the rainforest. <i>Cause and Consequence; Responsibility</i> C4: Describe what life is like for people in the Amazon rainforest. <i>Similarity and Difference</i> C5: Recognise future challenges for the Amazon rainforest. <i>Cause and Consequence; Continuity and Change</i> C6: Identify strategies that can be used to protect the rainforest. <i>Responsibility</i>	C1: Identify and name renewable and non-renewable ways that we can produce energy. <i>Significance; Responsibility; Similarity and Difference</i> C2: Understand the reasons for climate change and its effects. <i>Cause and Consequence</i> C3: Identify the strategies that Curitiba has used to become more sustainable. <i>Responsibility; Similarity and Difference</i> C4: Plan geographical field work. <i>Where should we position a solar panel or wind turbine in our school grounds?</i> FIELDWORK <i>Communication (Oracy and Written); Enquiry</i> C5: Collect data (Measure light/wind, take photos, interviews residents etc) FIELDWORK <i>Communication (Oracy and Written); Enquiry</i> C6: Analyse and present data FIELDWORK <i>Communication (Oracy and Written); Enquiry</i>	C1: Identify the locations of different biomes on Earth. <i>Significance</i> C2: Understand what lines of longitude and latitude are. <i>Significance</i> C3: Recognise what defines a desert and that there are hot and cold deserts in the world. <i>Significance; Similarity and Difference</i> C4: Use graphs and charts to find information about temperature and rainfall <i>Enquiry</i> C5 Describe the landscape features of a hot desert. <i>Cause and Consequence</i> C6: Recognise the value of deserts to humans. <i>Continuity and Change; Responsibility</i> C7: Describe the challenges of living in hot or cold deserts. <i>Cause and Consequence</i>

Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	✓ Identify the location of tropical and temperate rainforests. <i>Significance</i> ✓ Describe the layers of the rainforests. <i>Significance</i> ✓ Explain different types of growing food in the rainforest. <i>Similarity and Difference</i> ✓ Describe the different kinds of settlement in the rainforest <i>Similarity and Difference</i> ✓ Identify threats to the rainforest <i>Cause and Consequence; Continuity and Change</i> ✓ Give examples of ways people can protect the rainforest. <i>Responsibility</i>	✓ Use maps from different time periods to evaluate how the UK has changed <i>Similarity and Difference</i> ✓ Explain the reasons for population growth in the UK <i>Continuity and Change</i> ✓ Know the reasons for immigration and the countries where immigrants have travelled from <i>Continuity and Change</i> ✓ Know how mountains are formed ✓ Find and label mountain ranges in the UK <i>Significance</i>	✓ Name world biomes. <i>Significance</i> ✓ Describe the climatic features of hot and cold deserts <i>Cause and Consequence</i> ✓ Interpret graphs and charts to find climatic data <i>Enquiry</i> ✓ Describe how people can live in a hot or cold desert. <i>Cause and Consequence</i> ✓ Describe natural resources that are found in hot or cold deserts. <i>Responsibility</i>

Y6	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Is life in India fair?	Somewhere to settle: How does the landscape affect where people settle?	How important is trade and tourism?
Learning Threads	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement</i>	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement Diversity</i>	<i>Local Area Water, Weather and Climate Earth Systems Travel and Transport Trade and Economy Location, Land Use and Settlement</i>
Disciplinary Knowledge	<i>Significance Similarity and Difference Cause and Consequence Communication (Oracy and Written) Enquiry</i>	<i>Significance Similarity and Difference Communication (Oracy and Written) Enquiry</i>	<i>Similarity and Difference Cause and Consequence Continuity and Change Responsibility Communication (Oracy and Written) Enquiry</i>
Tier 3 Vocabulary	<i>Absolute and relative position. Lines of latitude – equator, tropics of Cancer and Capricorn, Arctic and Antarctic circle. India. Climate. Physical features: Mountainous regions. Major rivers. Vegetation. Himalayan mountains, Indo-Gangetic plain, Ganges River & other key rivers, Thar desert, Central plateau, Deccan Plateau, Eastern & Western Ghats. Human Features: cities and landmarks. Culture. Diversity.</i>	<i>British Isles, United Kingdom, Great Britain, London, Edinburgh, Belfast, Cardiff, islands, Shetland, Orkney, Scillies, Isle of Mann. Regions, counties, Hills, mountains, elevation, The Pennines, The Peak District, the Highlands, The North and South Downs, Mourne Mountains, Snowdon, Scafell Pike, Ben Nevis, Snowdon, Slieve Donard. Coastline, seas, ocean. Rivers, tributaries, meanders, source, mouth, delta, flood plains.</i>	<i>Tourism, natural attractions, cultural attractions, Entertainment, culinary experiences, Adventure opportunities, shopping, economy, local economy, trade, import and export, globalisation – economic globalisation, cultural globalisation, political globalisation.</i>
WALTS (Components)	C1: Identify the location of India and explore what its climate is like. <i>Significance</i> C2: Understand the key features of volcanic and fold mountains. <i>Cause and Consequence</i>	C1: Identify counties, towns and cities in the UK. <i>Significance</i> C2: Identify mountains and coasts are like in the UK and how they affect patterns of settlement. <i>Enquiry; Cause and Consequence</i>	C1: Know why different places can attract tourists <i>Cause and Consequence;</i> C2: Plan geographical field work. <i>How important is tourism to our local area?</i> FIELDWORK <i>Communication (Oracy and Written); Enquiry</i>

	C3: WALT explore the features of cities (urban areas) and the countryside (rural areas) in India. <i>Similarity and Difference;</i> C4: Locate India's major rivers and identify their features and uses. <i>Significance</i> C5: Describe India's culture and its influence on other countries. <i>Cause and Consequence;</i> C6: Compare India to the United Kingdom. <i>Similarity and Difference; Communication (Oracy and Written)</i>	C3: Identify and explore the major rivers in the UK. <i>Significance</i> C4: Use 6-figure grid references to map the River Thames. <i>Enquiry</i> C5: Describe how the River Thames changes along its course (scale and elevation). <i>Similarity and Difference</i>	C3: Collect data (Collect and map data around local economy; collect questionnaire data) FIELDWORK <i>Communication (Oracy and Written); Enquiry</i> C4: Analyse and present data using graphs, maps and charts. Eg pie charts FIELDWORK <i>Communication (Oracy and Written); Enquiry</i> C5: Understand what is meant by economy and local economy and how this links with trade. <i>Similarity and Difference;</i> C6: Understand what globalisation is and how it affects trade. <i>Responsibility</i>
Assessment Checkpoint	Children who are secure will be able to: ✓ Identify key physical features and major cities in India. <i>Significance</i> ✓ Describe the features of rural and urban areas in India. <i>Similarity and Difference</i> ✓ Identify cultural features of India. <i>Significance</i> ✓ Recognise the significance of rivers to people in India. <i>Responsibility</i> ✓ Identify challenges of life in the Himalayas <i>Cause and Consequence;</i> ✓ Describe differences between the UK and India. <i>Similarity and Difference</i>	Children who are secure will be able to: ✓ Use maps to identify places where landscape has affected places where people have settled. <i>Enquiry Cause and Consequence</i> ✓ Describe how the River Thames changes along its course. <i>Continuity and Change</i> ✓ Know the reasons for immigration and the countries where immigrants have travelled from <i>Continuity and Change</i> ✓ Describe a location using a 6-figure grid reference. <i>Enquiry</i> ✓ Recognise and interpret contour lines on a map. <i>Enquiry</i>	Children who are secure will be able to: ✓ Recognise that tourist areas attract visitors for different reasons <i>Cause and Consequence;</i> ✓ Describe features of tourism in their local area and explain how they know. <i>Communication</i> Explain what is shown in charts, maps and graphs. <i>Communication</i> ✓ Describe features of the local economy and how this contributes to the national economy. <i>Cause and Consequence</i> ✓ Give an example of a product that demonstrates globalisation. <i>Responsibility</i>

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Geography	Significant places (cities, countries, seas, oceans etc...) and significant features (notable mountains, volcanoes, glaciers, rivers etc...)	Making comparisons between places, localities and regions. Comparing physical and human features.	Understanding the effect of humans and nature on landscapes and settlements	How and why physical and human features have changed over time	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources	Using geographical terms, explaining processes and trends, presenting and interpreting data	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.