YEAR 1					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
The United Kingdom					
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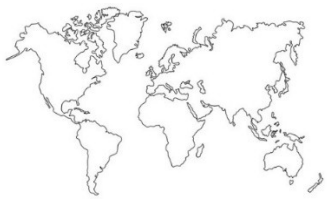
Task	Key indicators assessed	Children not at EXS
Start of unit: Complete the following tasks on a small map of the world: *Colour in the land in green.* *Colour in the sea in blue.* *Put a cross in the continent where we live.* 	Pre-requisite knowledge: To know that the world is divided into land and sea. To know that we live in the United Kingdom, in England. (locational knowledge)	
Review question; written or scribed: *Label the picture of the UK with the four countries that make up the UK.* 	To identify the United Kingdom and its countries. To use the compass directions North South, East and West. Physical features like seas, mountains and rivers are natural. hey would be here even if there were no people around. Human features are things like houses, roads and bridges. They have been built by people.	
Review question; when physically moving, can the children turn to the North, South, East and West.		
Independent review task at the end of the session; written or scribed: *Label the 6 images using the words 'physical' or 'human' geography. (E.G. images of buildings, lakes, bridges, hills).*		

YEAR 2					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
Continents and Oceans					
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Task	Key indicators assessed	Children not at EXS
Start of unit: *Use the map to locate the items using the compass points.* *e.g. The horse is to the _____ of the cow.*  	Pre-requisite knowledge: Use of compass points to describe location of A in relation to B. Exposure to paper maps. Experience using locational language. (Field Work and Geographical Knowledge) Year 2: To use simple compass directions (North, South, East & West) and locational and directional (LEFT and RIGHT, NEAR and FAR) language to describe the location of features and routes on a map.	
Review question; written or scribed: *Put the words into the correct section of the table (physical/ human geography). (Words: coast, cliff, forest, mountain, river, valley, vegetation, city, factory, farm, office, port, harbour, shop)* *Human* | *Physical* |	That maps represent landmarks and basic human and physical features, including beach, coast, cliff, forest, hill, mountain, ocean, river, valley, vegetation, city, town, village, factory, farm, office, house, port, harbour, shop).	
Review question: *Match the fact to the correct physical feature. (E.G. _____ is the world's tallest mountain. _____ is in South America. _____ is the longest river in the World and is in _____.)*	Some key facts about the physical features of each continent, including that **Mount Everest**, the world's tallest mountain, is in Asia, the **Alps** are a famous mountain chain in Europe, the **River Nile**, the world's longest river, is in Africa, the **Grand Canyon** is in North America, the **River Amazon** is in South America, the **Great Barrier Reef** is in Australia, and the **South Pole** is in Antarctica.	

YEAR 3					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
Settlements					
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Task	Key indicators assessed	Children not at EXS
Start of unit –Complete: ***city town village*** A small settlement is a _____. A mid-sized settlement is a _____. A large settlement is a _____.	Pre-requisite knowledge: Previous learning comparing villages, towns and cities. (Place and/or scale knowledge) That a settlement is a place where people live. That there are different kinds of settlement, including hamlets, villages, towns and cities, and begin to describe these in terms of human geography. That rural areas are places in the countryside with few buildings; urban areas are settlements with lots of buildings and people in them. To know that Iron Age Britons had a settlement – called an oppidum – near the coast at Wear Bay. That when early settlers were looking for a site to begin their settlement they looked for some of the following features: - flat land, to make building easier and safer - local raw materials, e.g wood and stone, to build homes - a local water supply for drinking, washing, cooking and transport - dry land, so that people could build on areas that don't flood - a defendable site, e.g a hilltop or river bend, to protect from attackers - good farm land with fertile soils, so people could grow crops - shelter, e.g to protect from bad weather	
Thinking question; written or scribed: *What kind of settlement do you think would suit a busy, working family and why? You must include the terms rural and urban.*		
Review question; written or scribed: *What is the name of the Iron Age Britons settlement and where was it found?*		
Independent review task at the end of the session; written or scribed: *Create a settlement image in a real location of their choice (base this on their learning from this topic of suitable locations) – use post it notes to label around what makes this a good location and why e.g. shelter, transport links, flat land, local raw materials.*		

YEAR 4					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
World Regions at Risk					
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Task	Key indicators assessed	Children not at EXS
Start of unit: *Compare the images task*. *Use the two images to compare and contrast the climate using previously taught language. Refer to climate change.*  	Pre-requisite knowledge: Recognise that different places have different climates and seasons, and how different areas are susceptible to different natural disasters. (climate and or weather) That climate change refers to changes in the Earth's usual weather conditions over many years. That environmental regions are at risk due to human activity. That Geographers make observations and collect data to better understand a location. That some areas of the world are susceptible to natural disasters, such as flooding. That the North Sea is threatened by climate change and rising sea levels, and why this is an issue. That our own local area (the coast, specifically the stretch of coast between the Folkestone harbour and Hythe Bay) has had to and will continue to adapt to rising sea levels, due to climate change.	
Independent review task: (names) post-it notes on flipchart at the end of the lesson following: *What do geographers do to understand a location better?*		
Review question; written or scribed: *Explain why some areas of the world are at risk. Give an example to support your statements.*		
Independent review task (exam style question); written or scribed: *What impact will climate change have? Use an example you have studied this term to support your answer.*		

YEAR 5					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
World Zones					
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Task	Key indicators assessed	Children not at EXS
Start of unit: Labelling task. *Label the following on the picture of the world:* *Hemispheres, the equator and tropics.* 	Pre-requisite knowledge: Prior learning about the hemispheres, the equator and tropics. (place and/or scale knowledge) How to use longitude and latitude lines to discuss position of different areas in terms of how far N, S, E or W it is. About latitude and longitude- imaginary lines to help locate where a place is in the world. That the Equator is at the centre of the lines of latitude and is at 0° latitude. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge. That two of Earth's big deserts, the Sahara and the Kalahari, lie on the edges of the tropics. That the line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere. Anything lying west of the Greenwich Meridian is in the Western Hemisphere. That time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.	
Vocabulary question; written or scribed: *Define the meanings longitude and latitude lines.*		
Review task; *written or scribed:* *Draw lines of the globe and label the Tropic of Cancer and the Tropic of Capricorn.* *Label the Sahara and the Kalahari deserts on the globe.* *Label the Prime Meridian, Western Hemisphere and Eastern Hemisphere.* 		
Review Task; scribed or written: *Write down whether the following countries are behind or in front of UK time (use an atlas to find any countries if needed):* *Nepal* *France* *Iceland* *Russia* *India*		

YEAR 6					
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
Coasts					
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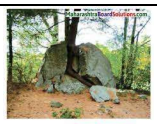
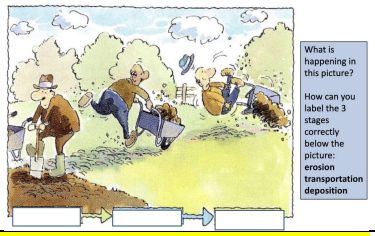
Task	Key indicators assessed	Children not at EXS
Review Task: *Match the type of weathering to its image:* *Freeze-thaw weathering* —  *Onion-skin weathering* —  *Biological weathering* — 	That weathering is the breakdown of rocks by water, frost and temperature change. Rocks can also be broken down by the effects of plants and animals. How Freeze-thaw weathering, Onion-skin weathering, Biological weathering occur. That erosion wears away and removes loosened material, and the action of rivers, the sea, ice and wind are the chief types of erosion. That the three stages of erosion are: erosion, transportation, deposition. That human actions cause erosion through deforestation, farming and agriculture, construction of roads and buildings, logging, mining, climate change. To know that erosion prevention methods include sand dunes, vegetation, groynes, seawalls, sandbags, and sand fences.	
Review Task; scribed or written: *Label the picture using the key words. Write a sentence to explain each of the key stages.*  		
Review Task; written or scribed: *What are some of the human actions that cause erosion? Write as many as you can think of in 2 minutes.*		
Independent review task at end of session: *Draw and label examples of how erosion can be prevented.*		