

SEND adaptations within the Geography curriculum

C&L -

Pupils do research using ICT.

Present findings in the style that suits them best eg using ICT (PowerPoint, Clicker etc). Staff to use alternative methods of recording grid for further suggestions.

Use cloze procedure.

Use at least Blooms Remember and Understand tasks.

Small group tasks with adult support.

Photo evidence.

SEMH -

Ensure tasks are accessible to ensure pupils remain focused.

Use mixed ability pairing/grouping to discuss ideas and share answers with the class.

C&I -

Geography specific *vocabulary* will need to be explained through pre-teaching.

Use *visuals* during lessons to support understanding of *vocabulary*. ie word and picture (use twinkl create)

Additional adult support to explain *vocabulary* grid.

Ensure *vocabulary* and associated pictures on display.

Sensory & Physical -

Colour blind -

Teachers to learn what colours the pupil can see correctly and how they see the ones they are blind to.

VI -

Ensure maps/diagrams and anything they need to observe/draw is enlarged and in bold.

When using compasses use the largest size.

Have resources on pupils table rather than on the board.

If pupil has iPad to see teachers screen ensure this is utilised. If iPad is unavailable pupil to sit at teachers computer to see any presentations.

Pupil to use darkest possible pencil (8B) when drawing diagrams and maps. Otherwise use black pen.

If pupil has no useable vision, teachers to plan geography using the following resources - German film, smelly pens and pencils, embossed sheets, brailled sheets, tactile resources appropriate to the lesson.

Fine motor difficulties -

Pencil grips, Stabilo pens/pencils

Pupil to use easy grip/loop scissors.

Gross motor difficulties -

Individualised risk assessments to be completed

Sensory needs -

Pupil may need ear defenders if watching loud recording

Geography long term overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What is it like where we live?			Where do people go on holiday abroad and the UK?		
Year 2					Are all parts of the world we live on the same?	
Year 3	What happens from the start to the end of a river?	What is a mountain and where in the world are they?				
Year 4	What would you see on a trip across North America?	What happened at Pompeii?				
Year 5			What is happening to the coasts of the UK?		Where can you visit in Europe? Is Europe the same as the UK?	
Year 6	Does deforestation have an effect on our society?				How has Swanscombe evolved over time?	



The Craylands School S.T.A.R. KS1 Long term subject: Geography

Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Greater Depth standard

- To communicate a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Use fieldwork to 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.

Skills

- 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 simple compass directions (north, south, east and west) and locational and directional language [for example, near and far,

Knowledge

Locational knowledge

- name and locate the world's 7 continents and 5 oceans

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

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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 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

Year 1 Knowledge End points	Year 2 Knowledge End points
<ul style="list-style-type: none"> • To know home address • To know they live in the United Kingdom • To know the United Kingdom is made up of 4 countries; England, Wales, Scotland, Northern Ireland • To know human features of the local area e.g. house types, school, leisure centre, church • To know physical features of the local area e.g. meadow, park, hill, river, pond • To know and use positional language such as near, close by, far away • To know the names of the 7 continents and locate them: North America, South America, Europe, Africa, Asia, Antarctica, Australia • To know the names of countries where the climate is hot and where it is cold • To know physical features of the coast e.g. cliff, beach, sand, pebbles • To know human features of the coast e.g. pier, hotel, fun fair 	<ul style="list-style-type: none"> • Year 1 knowledge • To name the capital cities of the countries in the UK and name the seas surrounding it • To use the 4 compass points to describe the location of countries in the world • To name and locate the 5 oceans of the world: Pacific, Atlantic, Indian, Southern, Arctic • To know the weather related to the seasons in the UK • To know physical and human features of a non-UK country and make comparisons with a country in the UK

Early Years	<p>Visit the meadow and walk around the school.</p> <p>Take pictures of the meadow area and the school environment. Know the name of the country we live in.</p> <p>Know the names of countries of origin for peers.</p> <p>Know the names of some other countries in the world.</p> <p>Draw plans and use of Beebots.</p> <p>Use texts to discuss what it is like in other countries.</p> <p>Use an aerial map of the school grounds.</p> <p>Compare our environment with that of others in stories. Weather is discussed daily.</p> <p>Record the weather.</p> <p>Take the children outside to see the weather.</p>
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Year 1 Terms 2, 3 & 4	What is it like where we live? Has where we live always been like this?					
Link to prior learning	EYFS term 6					
Vocab	house	residential	park	town city church meadow library	sculptures	leisure centre
Learning objectives	Context		Skills		Knowledge	Vocabulary and recap questions
To describe where they live	What do we live in? What is it like where we live?		<ul style="list-style-type: none"> To describe features of where they live e.g. shop, road, house To think of questions to ask someone else about where they live. 		<ul style="list-style-type: none"> Can they describe features of where they live? 	Residential – a house or any other place where someone lives.
To describe human/physical features	What can we see in these images? Can we label the features?		<ul style="list-style-type: none"> To describe features of where people live e.g. hill, forest, river, lake, farm 		<ul style="list-style-type: none"> Can they use correct geographical language? 	<u>Recap question</u> What does residential mean?

				Features – something noticeable about a place.
To know where we live	Where do we live?	<ul style="list-style-type: none"> To name the country we live in. To give their address 	<ul style="list-style-type: none"> Can they name the country we live in? Can they name the town they live in? Can they recall their address? 	<p><u>Recap question</u> What does features mean?</p> <p>Address – the name of the place where we live.</p>
To name the countries and capitals of the UK	What other countries make up the UK? What are the most important cities?	<ul style="list-style-type: none"> To find our country on a map. 	<ul style="list-style-type: none"> Can they name the 4 countries of the UK Can they name the capital cities of the countries of the UK 	<p><u>Recap question</u> What does address mean?</p> <p>City – A place where lots of people live closely together.</p>
To use fieldwork skills	What can we see if we take a walk in our local area?	<ul style="list-style-type: none"> To use fieldwork skills To carry out observations 	<ul style="list-style-type: none"> Can they give the names of local human features e.g. 	<p><u>Recap question</u> What does city mean?</p>

		<ul style="list-style-type: none"> To devise a simple map; and use and construct basic symbols in a key. 	houses, leisure centre, park, shops etc	Local – something that is close to where you are.
To use directional language	What is near to the school? What is far from the school? What is near your house?	<ul style="list-style-type: none"> To use directional language such as near, far, left, right. 		<p><u>Recap question</u> What does local mean?</p> <p>Direction – the way that something or someone moves. The way to get somewhere.</p>
To use map skills	What can you see in the picture/map?	<ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> Can they use aerial photographs of the local area and plan perspectives to recognise landmarks (sculpture in heritage park) and basic human and physical features; 	<p><u>Recap question</u> What does direction mean?</p> <p>Perspective – the angle or direction which a person looks at something.</p>

To make a map	Can we draw a map of the school?	<ul style="list-style-type: none"> To devise a simple map; and use and construct basic symbols in a key? 	<ul style="list-style-type: none"> Can they recognise how symbols can represent human features. 	<u>Recap question</u> What does perspective mean? Key – symbols, colours or lines which represent important places or land marks.		
Year 1 Terms 5 & 6	Where do people go on holiday abroad and the UK? What were holidays like in the past?					
Links to prior learning	Year 1 term 2					
Vocab	map beach	climate cliff	temperature cave pier	continent tourism	weather coast	seasons ocean
Learning objectives	Context	Skills		Knowledge	Recap questions and vocabulary	
To know that people go on holiday to different parts of the world	Where do people go on holiday? Which countries/continents?	<ul style="list-style-type: none"> To name countries that we go to on holiday. 		<ul style="list-style-type: none"> Can they name different countries that we go to on holiday? 	Temperature – how hot or cold something is.	
	<u>Greater depth activity</u> Some holiday places are Mexico, Dubai, Spain, Canada, The Alps, and Lapland. Say which ones are hot and which ones are cold. Why do people visit those places?					
To use an atlas to label a map	What are the names of the different continents?	<ul style="list-style-type: none"> To name an locate the continents that countries belong to. To use maps, atlases and globes confidently to identify studied regions. 		<ul style="list-style-type: none"> Can pupils name and locate some of the continents of the world? 	<u>Recap question</u> What does temperature mean? Continent – A massive area of land	
	<u>Greater depth activity</u>					

	On a blank map from digimaps, (see Teams) label the continents using an atlas.			that is separated from others by water or other natural features.
To label a map	Where are the hot and cold parts of the world?	<ul style="list-style-type: none"> To recognise where the equator is on a map. To recognise where the poles are on a map To use directional language e.g. north, south 	<ul style="list-style-type: none"> Can they name some hot and cold countries? 	<u>Recap question</u> What is a continent? Equator – an imaginary line around the middle of the earth.
	<u>Greater depth activity</u> If you lived near the Equator, what would the temperature be like? What happens the further North or South you go?			
To use images to describe different parts of the world	Are all countries the same? What is the weather like in different countries?	<ul style="list-style-type: none"> To recognise that some countries are hot and some are cold. To describe images of another part of the world. To understand that we have seasons as different times of the year 	<ul style="list-style-type: none"> Can they name some hot and cold countries? Can they describe what it may be like in a hot country? 	<u>Recap question</u> What is the equator? Climate – weather but over a longer period of time.
	<u>Greater depth activity</u> Looking at the four geographical pictures, you have been given (desert, snowy mountain, rainforest and the African plains) what are the differences you can see. Why are they different?			
To consider what it is like in other countries	What can we see in other countries? Are they all the same?	<ul style="list-style-type: none"> To recognise that countries have different features To describe features of where people live e.g. forest, mountain, sea, harbour, valley 	<ul style="list-style-type: none"> Can they consider that different places in the world look different and have different features? 	<u>Recap questions</u> What does climate mean? Landscapes – an area of land which you can see.
	<u>Greater depth activity</u> Describe each of the pictures given to you (forest, mountain, sea, harbour,			

	valley, city and village). Do you think that these locations are in the same country? Why or why not?			
To describe a location	Who has been to the seaside? What have you seen there?	<ul style="list-style-type: none"> To describe features of a seaside using accurate language. To describe what they can see in a seaside location looking at aerial photographs 	<ul style="list-style-type: none"> Can pupils identify key physical features, including: beach, cliff coast, sea, ocean? 	<u>Recap questions</u> What does landscape mean? Coast – the area where the sea and land meet.
	<u>Greater depth activity</u> Using digimaps (zoomed in on Margate), describe what you can see?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
To label a map	Where are seashores? Where on a map would they be in the UK? What are the seas around the UK called? <u>Greater depth activity</u> Name the seas around the UK. Explain why we are an island.	<ul style="list-style-type: none"> To name the countries of the UK To name the seas around the UK 	<ul style="list-style-type: none"> Can they name and locate the surrounding seas of the United Kingdom? 	<u>Recap questions</u> What does coast mean? Country – land under one government.
To compare locations	What do people do at the seaside? Where would you rather live and why? <u>Greater depth activity</u> What is the same and what is different about where you live and the seaside?	<ul style="list-style-type: none"> To compare their own locality with that of the seaside and give preferences. 	<ul style="list-style-type: none"> Can they explain why people go to the seaside and what 	<u>Recap questions</u> What does country mean? Location – finding a particular.

	Where would you rather live? Give 3 reasons for your answer?		<p>they may do there?</p> <ul style="list-style-type: none"> • Can they recognise which season people most likely visit the seaside in? 						
Year 2 Term 3	Are all parts of the world we live on the same?								
Links to prior learning	Year 1 term 2								
Vocab	continent	seasons	climate	river	loch	forest	ocean	habitat	tropical
Learning objectives	Context		Skills		Knowledge		Vocabulary and recap questions		
To recognise geographical similarities and differences	Which of these images are of the UK and which are from a different part of the world?		<ul style="list-style-type: none"> • To describe a part of the world by looking at images of it. • To recognise the difference and similarities between places including weather. 		<ul style="list-style-type: none"> • Can they describe a place outside of Europe using geographical language? 		<p><u>Recap questions</u></p> <p>Name one continent. Name a hot country. Name a cold country. What are the four seasons?</p> <p><u>Vocabulary for the lesson</u></p> <p>Characteristics – a particular part of a landscape.</p>		
	<p><u>Greater depth activity</u></p> <p>Using geographical language, can you describe a place outside the UK? You can use the pictures you have been given.</p> <p>What are the similarities? What are the differences? What is the weather like in these two countries?</p>								

<p>To use an atlas</p> <p>To use compass points</p>	<p>What countries can you name? What continent do they belong to?</p> <p>Can you use the compass points to describe where they are?</p>	<ul style="list-style-type: none"> To use an atlas to label a map of the continents. 	<ul style="list-style-type: none"> Can they name the 7 continents of the world and label them on a map? 	<p><u>Recap questions</u></p> <p>Name the countries of the UK.</p> <p>Name one physical feature of a beach.</p> <p>What does climate mean?</p> <p><u>Vocabulary for the lesson</u></p> <p>Landform – synonym for continent.</p>
<p>To label a map</p> <p>To use compass points</p>	<p>What surrounds the countries of the world? What are the oceans called?</p> <p>Can you use the compass points to describe where they are?</p>	<ul style="list-style-type: none"> To use an atlas to label a map of the oceans of the world. To use the compass points to describe position 	<ul style="list-style-type: none"> Can they name the 5 oceans of the world? Can they use North, East, South, West to describe location? 	<p><u>Recap questions</u></p> <p>Where do people go on holiday?</p> <p>Name a physical feature of our local area.</p> <p>What is a key on a map for?</p> <p>What does landmass mean?</p> <p><u>Vocabulary for the lesson</u></p> <p>Globe – a spherical symbol of the world.</p>
<p>To understand how human activity</p>	<p>What do we use the oceans for?</p>	<ul style="list-style-type: none"> To investigate the different uses of the oceans. 	<ul style="list-style-type: none"> Can they name the 	<p><u>Recap questions</u></p>

<p>impacts on our oceans.</p>	<p><u>Greater depth activity</u> Design a poster for a busy tourist beach encouraging people not to cause sea pollution through leaving their rubbish on the beach or throwing it in the sea. (Other possibilities – plastic pollution, sustainable fishing)</p>	<ul style="list-style-type: none"> To investigate how human activity can pollute the oceans. 	<p>different ways humans use the oceans?</p> <ul style="list-style-type: none"> How are the oceans being polluted and what can be done to reduce pollution? 	<p>Name the 7 continents of the world. Name the 5 oceans. What does landmass mean?</p> <p><u>Vocabulary for this lesson</u> Marine – plants and animals, which live in the sea.</p>
<p>To recognise features of locations around the world</p>	<p>Look at these animals...where do they live? Is it hot or cold in that country?</p>	<ul style="list-style-type: none"> To recognise the difference and similarities between places including weather. 	<ul style="list-style-type: none"> Can they identify countries that animals live in and explain why they may live there? Can they identify the equator and the poles and relate weather to these? Can they describe a place outside 	<p><u>Recap questions</u> What does climate mean? What are the oceans being polluted with? What is a globe?</p> <p><u>Vocabulary for this lesson.</u> Adapted – a body part or feature which helps with living in a particular environment.</p>
	<p><u>Greater depth activity</u> Why would a camel find it hard to live in the North Pole? Why would a polar bear find it hard to live in a desert? Use geographical language in your answer.</p>			

			of Europe using geographical language?	
To collect data	What is the weather like across the UK? What is the weather like in other countries?	<ul style="list-style-type: none"> To name the four countries of the UK and their capital cities. To collect data on weather To describe any patterns seen 	<ul style="list-style-type: none"> Can they name the countries of the UK and their capital cities? 	<u>Recap questions</u> What continent is the UK part of? Name a hot country. Name a cold country. <u>Vocabulary for this lesson</u> Atmosphere – the air that surrounds the earth.
	<u>Greater depth activity</u> Analyse a graph on the weather patterns seen in the UK over the course of a year. What patterns can you see? Is the weather different in the four different countries of the UK?			
To research an area of the UK	What is it like in an area of the UK e.g. part of Scotland?	<ul style="list-style-type: none"> To study an area of the UK including weather patterns 	<ul style="list-style-type: none"> Can they name the countries of the UK? Can they describe physical and human features of an area of the UK? 	<u>Recap questions</u> What are the countries of the UK? What is the capital city of Scotland? What does adapted mean? <u>Vocabulary for this lesson</u> Features – The different parts that make up a place.
	<u>Greater depth activity</u> Research an area of the UK, which is not England. Describe the human and physical features of this place.			

<p>To compare countries</p>	<p>Is (non-European country) the same of the area of UK studied?</p>	<ul style="list-style-type: none"> • To study and area of a non-European country. • To make comparisons. 	<ul style="list-style-type: none"> • Can they describe similarities and differences between physical and human features of an area of the UK to an area of a non-European country? 	<p><u>Recap questions</u> What does landform mean? What does marine mean? What is a human feature of the UK?</p> <p><u>Vocabulary for this lesson</u> Compare – To look at how a place is the same or different from another.</p>
<p><u>Greater depth activity</u> Research a non-European country. Compare it to the UK. What are the similarities? What are the differences?</p>				



The Craylands School S.T.A.R. KS2 Long term subject: Geography

Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Skills

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

Knowledge

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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 in North or South America

Human and physical geography

- 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

Year 3 knowledge end points	Year 4 knowledge end points	Year 5 knowledge end points	Year 6 knowledge end points
<ul style="list-style-type: none"> • To know and use compass points to describe the location of rivers on a map • To know the names of and to be able to locate the countries of the UK • To name and locate the rivers of the UK • To know the journey of a river; upper, middle and lower course • To know the importance of the water cycle for rivers and explain what happens in it • To recognise the importance of rivers to settlements • To name and locate mountain regions in the world and the UK • To explain how mountains are formed understanding the structure of the Earth and tectonic plates • To identify differences in mountains across the world 	<ul style="list-style-type: none"> • Year 3 knowledge • To identify North America on map and recognise it as a continent • To know the countries that make up North America; recognise the states of the USA • To understand the terms of longitude and latitude and use them to locate regions on a map • To compare and contrast North America and the UK • To recognise the natural resources of North America • To locate volcanoes in the World; understand and identify the equator and the tropics • To understand how volcanoes and earthquakes are formed 	<ul style="list-style-type: none"> • Years 3 & 4 knowledge • To recognise Europe as a continent and the countries that make it up, including Russia • Recognise human features of Europe in particular landmarks • To recognise the time zones of the world and use them to calculate time differences • To make comparisons with a European country and the UK • To recognise trade links between Europe and the World • To use grid references to describe locations on a map • To recognise and name the physical and human features of a coast • To use 8 compass points to describe locations of coastal destinations in the UK • To explain the impact of tourism • To explain the impact of erosion on coastal features 	<ul style="list-style-type: none"> • Years 3, 4 & 5 knowledge • To locate the continent of South America; recognising the equator, tropics, hemispheres on a map • To use longitude and latitude to describe rainforest locations • To use time zones to describe times in countries with rainforests • To describe physical features of a rainforest • To recognise the natural resources from the rainforest • To describe the impact of humans on the rainforest • To compare life in South America with other areas studied • To know how to use an ordnance survey map to study the local area • To changes that have been made and will be made in relation to the physical and human geography of the local area • To use fieldwork skills to study the local area

Year 3 Term 1	What happens from the start to the end of a river?			
Link to prior learning	Year 1 term 2 Year 2 term 3			
Vocab	erosion estuary mouth source tributary delta			
Learning objectives	Context	Skills	Knowledge	Vocabulary and recap questions.
To know where rivers are in the UK	<p>Are there any rivers near us? Where else are there rivers in the UK? Can we describe where they are using compass points?</p> <p><u>Greater depth activity</u> Name some of the major cities and counties that rivers run through. What would you say is the importance of having a river in a city?</p>	<ul style="list-style-type: none"> To use a map of the UK To label a map To name and locate physical features within the UK e.g. mountains, rivers, cities To use directional language to describe the location of rivers in the UK (N, E, S, W) 	<ul style="list-style-type: none"> Can they name and locate rivers in the UK? Can they name cities/counties that the rivers run through? 	<p><u>Recap questions</u> What are the compass points? Name a country in the North. Name the continents.</p> <p><u>Vocabulary for this lesson</u> Location – finding a particular place or feature.</p>
To understand the features of a river 3 lessons	<p>Where does a river start and end? Is it the same all the way along?</p> <p><u>Greater depth activity</u> Research and identify the topographical features of a river using your own research. Explain each term. What is the difference between a lake and river?</p>	<ul style="list-style-type: none"> To recognise what happens in each course of a river 	Can they identify and label key topographical features of rivers?	<p><u>Recap questions</u> Name something different between the UK and Antarctica. Name an animal that lives in the desert. Name the oceans. What does location mean?</p> <p><u>Vocabulary for this lesson</u></p>

				Topography – the physical features of an area of land.
To understand the water cycle	Why doesn't the river ever run out of water?	<ul style="list-style-type: none"> To understand the different parts of the water cycle. To name and locate mountain ranges around the world. To identify and label key topographical features of rivers. To locate and label key mountains in the world using maps. 	<ul style="list-style-type: none"> Can they identify and explain the different parts of the water cycle? 	<u>Recap questions</u> Name a country in the south. Explain what an estuary is. Name the continents. <u>Vocabulary for this lesson</u> Precipitation – rain.
	<u>Greater depth activity</u> Explain the water cycle in your own words. What would you be the importance of this to rivers?			
To understand the importance of rivers	Why do people settle near rivers? How have places changed by rivers over time?	<ul style="list-style-type: none"> To describe and understand key aspects of settlement, land use and distribution of natural resources in areas with rivers and mountains 	<ul style="list-style-type: none"> Can they identify the land-use patterns of areas with major rivers and mountains? Can they understand how some aspects have changed over time? 	<u>Recap questions</u> Where does a river start? What does topography mean? Name a cold country. Name a hot country. <u>Vocabulary for this lesson</u> Settlement – places where people live.
	<u>Greater depth activity</u> Research and explain how rivers were used 200 years ago. Research and explain how rivers are used today. What are the similarities and differences between these two periods?			
Year 3 Term 2	What is a mountain and where in the world are they?			
Link to prior learning	Year 1 term 2 Year 2 term 3			

Vocab	ascent	mount peak	summit	tectonic plates	valley	mountain range
Learning objectives	Context		<ul style="list-style-type: none"> Learning objectives 	Context	Vocabulary and recap questions	
To identify mountain ranges in the UK	Are there any mountains near the rivers in the UK?		<ul style="list-style-type: none"> To use a map of the UK To label a map of the UK 		<u>Recap questions</u> What happens in the upper course of a river? What does settlement mean? Name a river in the UK. <u>Vocabulary for this lesson</u> Peak – Top of a mountain.	
	<u>Greater depth activity</u> Select a mountain in England, Ireland, Scotland and Wales and then compare these.					
To understand how mountains are formed	How did we get mountains?		<ul style="list-style-type: none"> To identify the features of a specific mountain. To explain how different mountains are formed. 	<ul style="list-style-type: none"> Can they explain how mountains are formed? 	<u>Recap questions</u> Name the continents. What happens in the middle course of the river? Where does a river end? <u>Vocabulary for this lesson</u> Tectonic plates - pieces of land that connect together on the Earth's outer shell.	
	<u>Greater depth activity</u> Using the information you have been given, explain how mountains are formed. Try to use as much technical vocabulary as you can.					
To label mountains	<u>What are the different parts of a mountain known as?</u>		•	•	•	
To identify mountain ranges across the world	Are there mountains in any other country? Where?		<ul style="list-style-type: none"> To use a world map To label a world map 	<ul style="list-style-type: none"> Can they give the names of mountain ranges in the world 	<u>Recap questions</u> What does precipitation mean?	
	<u>Greater depth activity</u>					

	Compare mount Snowdon in the UK to a mountain range in another country. What are the land-use patterns of those areas? Do they have major rivers there also? How are they similar? How are they different?		and which country they are in?	What happens in the lower course of the river? Name a river in the UK. <u>Vocabulary for this lesson</u> Steep – going up at a sharp angle.
To compare mountains in the world	Are all mountains in the world the same? Do people live on mountains? <u>Greater depth activity</u> Compare mount Snowdon in the UK to a mountain range in another country. What are the land-use patterns of those areas? Do they have major rivers there also? How are they similar? How are they different?	<ul style="list-style-type: none"> To describe and understand key aspects of settlement, land use and distribution of natural resources in areas with rivers and mountains 	<ul style="list-style-type: none"> Can they identify the land-use patterns of areas with major rivers and mountains? Can they identify the features of a mountain in the UK (Snowdon)? 	<u>Recap questions</u> How are mountains formed? What are the compass points? Where are the mountains in the world? <u>Vocabulary for this lesson</u> Land-use – what land is used for.
Year 4 Term 1	What would you see on a trip across North America?			
Link to prior learning	Year 1 term 2			

	Year 2 term 3 Year 3 term 1			
Vocab	Latitude, longitude, equator, hemisphere, tropics, meridian, region country, territory, states, trade links, natural resources, economic activity, border, climate – humid, arid, alpine, tropical, Mediterranean, oceanic, sub-arctic, polar, national parks, national forests, national landmarks, wildlife, conservation, megadiverse, tornado alley, tornado, hurricane, flooding, Ring of Fire,			
Learning objectives	Context	Learning objectives	Context	Vocabulary and recap questions.
To use maps	<p>Where is North America?</p> <p>Can children label and identify the regions, countries, territories and dependencies of North America?</p>	<ul style="list-style-type: none"> To locate and label countries using a map. To understand terms related to maps/globes. 	<ul style="list-style-type: none"> Can children use world maps, atlases and globes to locate the continent of North America? Can children explain how the first human populations reached it? Can they identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. 	<p><u>Recap questions</u></p> <p>Name a river in the UK. Name the oceans. Name the continents. What are the compass points?</p> <p><u>Vocabulary for this lesson.</u></p> <p>Hemisphere – Describes one half of a sphere.</p>
To use maps	Can you use longitude and latitude to identify where countries are?	<ul style="list-style-type: none"> To locate and label countries using a map. To understand terms related to maps/globes. 	<ul style="list-style-type: none"> Can children read longitude and latitude? 	<p><u>Recap questions</u></p> <p>Name 3 countries, which make North America.</p>

<p>To understand longitude and latitude</p>				<p>What does hemisphere mean? Name a country in the north. Name a country in the south.</p> <p><u>Vocabulary for this lesson.</u> Longitude and latitude – Lines used to describe the location of any place on Earth.</p>
<p>To understand key aspects of human/physical geography</p> <p>2 LESSONS</p>	<p>What are the physical geographical features of North America?</p> <p>What are the human geographical features of North America?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> • Can children recognise physical and human features? 	<p><u>Recap questions</u> Name the 7 continents. Where does a river start? Name three states from North America. Name an animal, which lives in Antarctica.</p> <p><u>Vocabulary for this lesson.</u> Climate – The weather conditions of a place over a long period of time</p>
<p>To understand key aspects of</p>	<p>What is it like in the USA?</p>	<p>use maps, atlases, globes and digital/computer mapping to</p>		<p><u>Recap questions</u></p>

human/physical geography	How is it similar/different to the UK?	locate countries and describe features studied	<ul style="list-style-type: none"> • Can children compare USA with UK? • 	1) How many continents are there? 2) How many oceans are there? 3) Name 3 countries in North America. <u>Vocabulary for this lesson</u> State - a nation or territory considered as an organized political community under one government
	<u>Greater depth activity</u> Look at the data on the temperatures of a part of the UK and a part of North America. Create a chart/graph to represent the 2 sets of data.			
To understand key aspects of physical geography	What natural disasters occur in North America and why?	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • 	<u>Recap questions</u> 1) Name the parts of the Earth. 2) Name a type of mountain. 3) How many states in the USA? <u>Vocabulary for this lesson.</u> <u>Faults -</u>
To understand key aspects of physical geography	What natural disasters happen in the U.S and why?	<ul style="list-style-type: none"> • To describe the key aspects of volcanoes, hurricanes and earthquakes. • To understand how natural disasters have an impact on both the physical and 	<ul style="list-style-type: none"> • Can children describe and understand the impact of natural disasters on different regions in North America – 	<u>Recap questions</u> How are mountains formed? What does megadiverse mean? What does terminate mean?

		human geography of an area (type of settlement and land use) and how the area can change over time?	tornados/hurricanes, flooding and Earthquakes linked to the Ring of Fire? <ul style="list-style-type: none"> • Can children link States bordering the Gulf of Mexico to hurricanes? • Can children identify Tornado Alley areas in the Midwest and South? 	<u>Vocabulary for this lesson.</u> Region – an area of a place.					
Year 4 Term 2	What happened in Pompeii in 79 AD?								
Link to prior learning	Year 1 term 2 Year 2 term 3 Year 3 term 1								
Vocab	Crust	tectonic plates	Mantle	Magma	Tremor	lava	eruption	dormant	Equator
Learning objectives	Context		Learning objectives		Context				
To use maps	Where is Mount Vesuvius in the world? Where are the other volcanoes? Are they near the equator and/or the tropics?		<ul style="list-style-type: none"> • To locate and label countries using a map. • To understand terms related to maps/globes. 		<ul style="list-style-type: none"> • Can they locate the equator, the tropic of Cancer and the tropic of Capricorn? • Can they use maps to locate and label countries that are impacted by natural disasters? 		<u>Recap questions</u> What are tectonic plates? Name the 7 continents. Name 5 states in the USA. Name 5 countries in North America. <u>Vocabulary for this lesson</u>		
	<u>Greater depth activity</u> Label volcanoes around the ring of fire. Give arguments for and against living in 'the ring of fire'								
Year 5 Terms 3 & 4	What is happening to the coasts of the UK?								

Links to prior learning	Year 1 term 3 Year 5 term 1						
Vocab	erosion	arches	stacks	caves	coasts	tourism	counties
Learning objectives	Context	Skills	Knowledge	Vocabulary and recap questions			
To know what a coast is	What is the difference between the seaside and the coast?	<ul style="list-style-type: none"> To describe physical features. 	<ul style="list-style-type: none"> Can they explain what a coast is? 	<u>Recap questions</u> Where are volcanoes situated? What is the equator? How many continents are there? Explain what a continent is. <u>Vocabulary for this lesson</u> Shoreline – the bit of land where the land meets the sea.			
	<u>Greater depth activity</u> Using the sources of evidence (pictures, books, internet, digimaps), explain what the difference is between the seaside and the coast.						
To what a coast is	<u>How are the different coastal features created?</u>	<ul style="list-style-type: none"> To describe physical features. 	<ul style="list-style-type: none"> Can they explain how erosions has created different coastal features? 	Recap questions Name five countries in Europe. What does average mean? What is a shoreline? What are the tectonic plates? Vocabulary for this lesson Erosion – soil and rock being worn away from the			

				coastline by the movement of the sea.
To understand how coasts can be defended	How can we defend coasts from erosion?	<ul style="list-style-type: none"> To describe human features of a coast defence 	Can children explain different methods of coastal defence?	<u>Vocabulary for this lesson</u> Deposition – where material is added to a landform.
To use maps To use directional language	Where are the coasts in the UK? Which direction in the UK are they in?	<ul style="list-style-type: none"> To locate UK coastal towns and their counties on a map. To use 8 points of the compass to describe the locations of coastal towns 		<u>Recap questions</u> What are the 8 compass points? What is a coast? What does shoreline mean? What is longitude? <u>Vocabulary for this lesson</u> Seaside – land by the sea
	<u>Field work activity</u> All children have a map with 8 towns numbered. Around the court are the numbers with information about that coastal town as well as the 8-point compass direction for the next coastal town. (Speak to Liz and Danielle)			
To collect and evaluate data	What is the weather like at coasts? Is it the same across the UK?	<ul style="list-style-type: none"> To collect data about coastal towns across the world; to analyse and represent data. To use sources of evidence to research. 		<u>Recap questions</u> What happens in the upper course of a river? Where are coastal towns? What is latitude? What does deposition mean?
	<u>Greater depth activity</u> Whitstable climate: Average Temperature, weather by month, Whitstable water temperature - Climate-Data.org			

	<p>Melbourne climate: Average Temperature, weather by month, Melbourne weather averages - Climate-Data.org</p> <p>monthly average temperature in whitstable - Google Search</p> <p>Using the above websites, collect the data on temperature and or rainfall for Whitstable. Create a graph to present this data. Then do the same with Melbourne. Finally, analyse the data showing the similarities and differences.</p>			<p><u>Vocabulary for this lesson</u> Average – to find the most common amount.</p>
<p>To collect and evaluate data</p>	<p><u>Greater depth activity</u> (Use the digimap activity on Teams – Coastal mysteries)</p> <p><u>What is the weather like at coasts?</u> It is the same across the UK, Europe, the World?</p>	<ul style="list-style-type: none"> • To collect data about coastal towns across the world; to analyse and represent data. • To use sources of evidence to research. 	<ul style="list-style-type: none"> • 	<ol style="list-style-type: none"> 1) In which part of a river is the mouth? 2) Which part of the UK is colder? 3) What are the countries of the UK? <p><u>Vocabulary for this lesson</u> Climate - the weather conditions prevailing in an area in general or over a long period</p>

To recognise the impact of coasts on tourism	Why do people visit the coast so much?		<ul style="list-style-type: none"> Can they explain human geography on coasts and the impact it has e.g. tourism. 	<u>Recap questions</u> Name three European countries and their capital cities. Describe erosion. What is disposition? <u>Vocabulary for this lesson</u> Infrastructure – the buildings, roads, hospitals, shops, cafes that support modern life.
	<u>Greater depth activity</u> How has Newquay or Whitstable (choose one) changed over the last 100 years? Research why people are attracted to this location			
To understand how volcanoes and earthquake are caused	How are natural disasters caused?	<ul style="list-style-type: none"> To describe the key aspects of volcanoes and earthquakes. 	<ul style="list-style-type: none"> Can they identify and explain the key aspects of volcanoes, hurricanes and earthquakes and how they are formed e.g. volcanoes 	
	<u>Greater depth activity</u> Explain the importance of the tectonic plates. Make reference to how volcanoes and earthquakes are caused.			

Year 5 Terms 5 & 6	Where can you visit in Europe? Is Europe the same as the UK?			
Link to prior learning	Year 2 term 3 Year 3 term 1 Year 4 term 1			
Vocab	landmarks	grid references	tourism	Greenwich meantime currency Europe English Channel Capital land use population
Learning objectives	Context	Skills	Knowledge	Vocabulary and recap questions
To identify countries in Europe	<p>Which continent are these countries part of?</p> <p><u>Greater depth activity</u> Once you have completed your map, explain how the use of maps has changed over time.</p>	<p>To use a map of Europe</p> <p>To label a map of Europe</p>	<p>Can they name European countries?</p> <p>Can they label on a map European countries?</p>	<p><u>Recap questions</u></p> <p>How are volcanoes formed?</p> <p>What is the equator?</p> <p>How many states in the USA?</p> <p>What happens at the start of a river?</p> <p><u>Vocabulary for this lesson</u></p> <p>Population – number of people that live in a country</p>
To collect information about landmarks in Europe and the UK	<p>What tourist attractions can I visit in Europe and the UK?</p> <p><u>Greater depth activity</u> Evaluate the importance of attractions and landmarks to tourism?</p>	<ul style="list-style-type: none"> To collect information about a place and report back. 	<ul style="list-style-type: none"> Can they name landmarks across Europe and give facts about them? 	<p><u>Recap questions</u></p> <p>How do earthquakes happen?</p> <p>Name a physical feature of North America.</p> <p>What are the 8 compass points?</p> <p>What does indigenous mean?</p>

				<u>Vocabulary for this lesson</u> Landmark – A building or a place which is important or easily recognisable.
To calculate time differences	If I visited the tourist attractions now, what time would it be there?	<ul style="list-style-type: none"> To use a time zone map to calculate time differences 	<ul style="list-style-type: none"> Can they recognise that countries in Europe have different times to our own? 	<u>Recap questions</u> What is a landmark? Why do people settle near rivers? Name an animal, which lives in Antarctica. <u>Vocabulary for this lesson</u> Meridian – an imaginary line around the earth, which goes through the north and south pole.
	<u>Greater depth activity</u> Explain the significance of the meridian timeline on time zones around the world.			
To use grid references on a map	If I was in a town in Europe or the UK, how would I use a map to locate where places are?	<ul style="list-style-type: none"> To use grid references on a map 	<ul style="list-style-type: none"> Can they use 4 figure grid references on a map? Can they understand what symbols on a map mean? 	<u>Recap questions</u> Name the 8 compass points. What is latitude? What is longitude? What are the tropics? <u>Vocabulary for this lesson</u> Grid references – numbers used to describe the location of something on a map.
	<u>Greater depth activity</u> Justify the importance of grid references on a map.			

<p>To understand the impact of tourism on a city</p>	<p>How does a popular landmark change a town/city?</p> <p><u>Greater depth activity</u> Create an argument for and against the new theme park being built in Swanscombe. Include how tourism will effect tourism our local area.</p>	<ul style="list-style-type: none"> To list changes in human features of a city/town due to tourism. 	<ul style="list-style-type: none"> Can they explain the impact that tourism has on a town/city? 	<p><u>Recap questions</u> What does meridian mean? What is a landmark? What is a time zone?</p> <p><u>Vocabulary for this lesson</u> Tourism – people travelling for fun.</p>
<p>To plan a trip to a European country</p>	<p>What do I need to consider if I wanted to plan a trip to a European country?</p> <p><u>Greater depth activity</u> Write persuasively to encourage someone to visit a particular European country. Include how they would get there, how long it would take, how much it cost and why they should visit.</p>	<ul style="list-style-type: none"> To collect information related to tourism and report back 	<ul style="list-style-type: none"> Can they identify how to get to Europe, how long it would take, how much it would cost, how they would get there? 	<p><u>Recap questions</u> What does tourism mean? How is the landscape of America different to England? Where are the mountains in the UK?</p> <p><u>Vocabulary for this lesson</u> Currency – Money linked to a particular country.</p>
<p>To understand trade with Europe</p>	<p>What do we get from Europe? What do we trade with them?</p>	<ul style="list-style-type: none"> To understand the importance of trade within countries and the UK 	<ul style="list-style-type: none"> Can they explain what we trade with Europe? 	<p><u>Recap questions</u> What does currency mean? What is the meridian? What landmarks could you visit in Europe?</p> <p><u>Vocabulary for this lesson</u> Trade – buying and selling of goods and services.</p>

<p>To research a European country</p>	<p>What is it like to live in a European country?</p> <p><u>Greater depth activity</u> Compare life in Sweden to your life, specifically looking at education. Decide which way of life is most beneficial. Fully explain and justify in your answer.</p>	<ul style="list-style-type: none"> To collect information about a place and report back. 	<ul style="list-style-type: none"> Can they describe what it is like to live in a European country and compare to their own lives? 	<p><u>Recap questions</u> What does trade mean? Where are the mountains in the world? Name four countries in Europe.</p> <p><u>Vocabulary for this lesson</u> Emigrate – to leave one country to go and live in another.</p>
<p>To compare life in the UK with Europe</p>	<p>How does life in the UK compare with that in Europe?</p> <p><u>Greater depth activity</u> Compare life in Sweden to your life, specifically looking at education. Decide which way of life is most beneficial. Fully explain and justify in your answer.</p>	<ul style="list-style-type: none"> To collect information about a place and report back. To make comparisons between countries 	<ul style="list-style-type: none"> Can they recall human geographical facts to compare life in the UK with life in another European country? 	<p><u>Recap questions</u> Name a physical feature of Europe. Name a human feature of Europe. What hemisphere is Europe in?</p> <p><u>Vocabulary for this lesson</u> Population – the amount of people who live in a country.</p>
<p>Year 6 Term 1</p>	<p>Does deforestation have an effect on our society?</p>			
<p>Link to prior learning</p>	<p>Year 1 term 2 Year 2 term 3 Year 4 term 1</p>			

Vocab	Rainforest canopy		Amazon cacao epiphytes		deforestation endangered		understorey equator	
Learning objectives	Context	Skills			Knowledge			
<p>To understand where the tropics are on a map and locate the major rainforests.</p> <p>To gather information about a location in the world</p>	<p>How can we use longitude and latitude to identify where rainforests are in the world? Where in the world are rainforests? What is the time in those countries currently?</p> <p>What are the rainforests like?</p>	<ul style="list-style-type: none"> • To locate the tropics and the equator on a map • To use longitude and latitude • To locate South American countries on a map using an atlas. • To calculate time differences • Can they describe the physical features of a South American country e.g. rainforests • To locate rainforests on a map • To identify the South American countries the Amazon rainforest is in • To calculate the time differences • To collect information about a place and report back. • To use resources e.g. maps, aerial photos, books, and internet to describe what a locality is like. 			<ul style="list-style-type: none"> • Can they give the longitude and latitude for the tropics and the equator? • Can they name countries in South America? • Can they describe a rainforest including the different layers? 		<p><u>Recap questions</u> Name the continents Name the oceans What are the compass points? <u>Vocabulary for the lesson</u></p> <p>Calculate - determine (the amount or number of something) mathematically.</p>	

		Can they locate South America on a map?		
To explain why the rainforests are important to the world To compare life in another country with our own	Why do we need to protect the rainforests? What do they provide to the world? Who benefits from the rainforests? (2 lessons)	<ul style="list-style-type: none"> • To ask geographical questions about a country. • To compare and contrast the human features of a locality. • To compare life in another country with our own. 	<ul style="list-style-type: none"> • Can they explain what the rainforests offer us e.g. medicines, chocolate, oxygen • Can they understand the importance of the natural resources of the rainforest? • Can they explain what life is like in a South American country? • Can they explain the time differences between South America and UK? 	<u>Recap questions</u> Name a county in the North and one in the South. What physical features are there in the UK? Name a river in the UK. Is it in the N,S,E or W? <u>Vocabulary for the lesson</u> Locality - the position or site of something.
	What is it like to live in South America?			
To answer the questions: Who is the rainforest for?	Who is the rainforest for?	<ul style="list-style-type: none"> • To think geographically • To uses sources of evidence 	<ul style="list-style-type: none"> • Can they present an answer to the questions: who is the rainforest for? 	<u>Recap questions</u> Where are there mountains in the world?

<p>To understand where the tropics are on a map and locate the major rainforests.</p>	<p>How can we use longitude and latitude to identify where rainforests are in the world? Where in the world are rainforests? What is the time in those countries currently?</p>	<ul style="list-style-type: none"> • To ask geographical questions about a location • To locate the tropics and the equator on a map • To use longitude and latitude • To locate South American countries on a map using an atlas. • To calculate time differences • Can they describe the physical features of a South American country e.g. rainforests • To locate rainforests on a map • To identify the South American countries the Amazon rainforest is in • To calculate the time differences • 	<ul style="list-style-type: none"> • Can they give the longitude and latitude for the tropics and the equator? • Can they name countries in South America? 	<p>How are mountains formed? What happens in the water cycle?</p> <p><u>Vocabulary for the lesson</u></p> <p>Resource - A resource is something that can be used for a purpose.</p>
<p>To gather information about a location in the world To explain why the rainforests are important to the world</p>	<p>What are the rainforests like? Why do we need to protect the rainforests? What do they provide to the world?</p>	<ul style="list-style-type: none"> • To collect information about a place and report back. • To use resources e.g. maps, aerial photos, books, and internet to describe what a locality is like. 	<ul style="list-style-type: none"> • Can they describe a rainforest including the different layers? • Can they explain what the rainforests offer us 	<p><u>Recap questions</u> Where does a river start/end? Why do people settle by rivers? What does locality mean?</p>

	Who benefits from the rainforests? (2 lessons)	Can they locate South America on a map?	e.g. medicines, chocolate, oxygen <ul style="list-style-type: none"> Can they understand the important of the natural resources of the rainforest? 	<u>Vocabulary for the lesson</u> Compare – estimate, measure, or note the similarity or dissimilarity between. Contrast - the state of being strikingly different from something else
To compare life in another country with our own To answer the questions: Who is the rainforest for?	What is it like to live in South America?	<ul style="list-style-type: none"> To ask geographical questions about a country. To compare and contrast the human features of a locality. To compare life in another country with our own. To think geographically To uses sources of evidence To ask geographical questions about a location	<ul style="list-style-type: none"> Can they explain what life is like in a South American country? Can they explain the time differences between South America and UK? Can they present an answer to the questions: who is the rainforest for? 	<u>Recap questions</u> Name the countries that make up North America. How many states are they in the USA? Name some of them. What does resource mean? Name a resource of the Amazon. <u>Vocabulary for the lesson</u> Society - the collective of people living together in a more or less ordered community.
	Who is the rainforest for?			

	How has Swanscombe evolved over time?					
Links to prior learning	Year 1 term 1 Year 5 term 3					
Vocab	population	community	OS maps	fieldwork	commercial	leisure industry
Learning objectives	Context	Skills	Knowledge			
To describe a local area	What geographical information can you provide about Swanscombe?	<ul style="list-style-type: none"> use the 8 points of a compass, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> Can they identify human features of Swanscombe and explain their benefits to the community? 	<u>Recap questions</u> What is longitude and latitude? Where are volcanoes situated? What does compare and contrast mean? <u>Vocabulary for the lesson</u> Hemisphere - a half of a sphere.		
	<u>Greater depth activity</u> See below					
To carry out fieldwork	What investigations could you carry out about Swanscombe?	<ul style="list-style-type: none"> To choose something to measure To carry out fieldwork To make conclusions 	<ul style="list-style-type: none"> Can they present findings about the human features of a local area? 	<u>Recap questions</u> How are volcanoes formed? How are Earthquakes formed? What is the equator? What are the tropics? <u>Vocabulary for the lesson</u> Conclusion - a judgement or		
	<u>Greater depth activity</u> See below					

				decision reached by reasoning.
To use grid referencing	<p>What can we tell about Swanscombe by looking at a map?</p> <p><u>Greater depth activity</u></p> <p>See below</p>	<ul style="list-style-type: none"> To use OS maps to answer questions. To use 4 digit grid references. 	<ul style="list-style-type: none"> Can they explain what symbols mean on an ordnance survey map? 	<p><u>Recap questions</u></p> <p>Name some European countries and their capital cities.</p> <p>What are the 8 compass points? Use them to describe the position of something.</p> <p>What does society mean?</p> <p><u>Vocabulary for the lesson</u></p> <p>Accurate - correct in all details; exact.</p>
To compare localities	<p>What is Swanscombe like compared with other localities?</p> <p><u>Greater depth activity</u></p> <p>See below</p>	<ul style="list-style-type: none"> To compare and contrast human features. 	<ul style="list-style-type: none"> Can they compare Swanscombe with other localities? Can they explain what symbols mean on an ordnance survey map? 	<p><u>Recap questions</u></p> <p>Describe erosion. Where does it occur?</p> <p>What is Greenwich mean time?</p> <p>Explain the word hemisphere.</p> <p><u>Vocabulary for the lesson</u></p>

				Features - a distinctive attribute or aspect of something.
To identify changes in land use	<p>How has Swanscombe changed and why does it continue to change?</p> <p>Greater depth activity</p> <p>See below</p>	<ul style="list-style-type: none"> To use data to make conclusions To describe changes in land use of a locality 	<ul style="list-style-type: none"> Can they describe how Swanscombe has changed over time? Can they discuss the impact a growing population is having on the human features of the local area? 	<p><u>Recap questions</u></p> <p>Give a country whose time is ahead/behind the UK. What impact does tourism have on a town? Explain what accurate means.</p> <p><u>Vocabulary for the lesson</u></p> <p>Data - facts and statistics collected together for reference or analysis.</p>

How has Swanscombe evolved over time?

Over the next term, we will be studying our local area. I handing over the responsibility over your learning to you. You will need to organise your learning, decide how you are going to present it and ensure you have covered the following:

- Describe the local area and how it has changed over time.
- Carry out fieldwork (This will be done with the whole class. You need to decide what date you want to collect.)
- To use grid references to analyse the changes in land use over time.
- To find past census' and analyse them.
- Compare Swanscombe to a contrasting location.