



Geography Whole School Curriculum Pack

A complete Geography curriculum for Year 1 to Year 6 (Option 2)

What is the Geography Whole School Curriculum Pack?

- A series of Geography schemes of work arranged across the Autumn, Spring and Summer terms for all year groups from Year 1 to Year 6 (one scheme of work per term per year group)
- Each scheme of work contains between five and seven ready-to-teach Geography lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our Geography Whole School Curriculum Pack?

- Deliver a complete Geography curriculum that meticulously covers all the necessary National Curriculum objectives for Geography across KS1 and KS2
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching Geography from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.



18 ready-to-teach Geography schemes of work

Complete coverage of National Curriculum Geography objectives

Built-in knowledge and skills progression

Geography Whole School Curriculum Pack : Year 1 to Year 6 : Option 2

SKU: bulk1010



	Autumn Term	Spring Term	Summer Term
Year 1	The Four Seasons	Around the World	Life in the City
Year 2	Where do I live?	Let's go to the Arctic	Map Makers
Year 3	The Rainforest	Our European Neighbours	Investigating India
Year 4	Volcanoes	Countries of the World	Earning a Living
Year 5	The Grand Canyon	Water World	Extreme Earth
Year 6	Our Local Area	South America	Exploring Scandinavia

Anatomy of a PlanBee Geography Lesson:

Slides to guide you and your class through the teaching input

Where do I live?

Today we will be... finding out what the countries and capital cities of the UK are like.

How many of these labels can you fill in?

How did you do?

Even though England, Scotland, Wales and Northern Ireland all belong to the United Kingdom, they all have their own unique features and characteristics.

England is the biggest country of the UK. Most of the landscape in England is fairly flat but there are lots of hills and mountains in the north of the country. England is famous for its beautiful countryside.

Buckingham Palace, the traditional home of the country's monarch, is in England.

What do you think some of the differences between these countries might be?

Scotland
Scotland has lots of mountains. There are also hundreds of small islands off the Scottish coast. Scotland is famous for its lakes that are known as lochs. One of the most famous lochs is Loch Ness where it is rumoured a mysterious sea monster lives.

Scotland is also famous for its kilts, bagpipes and tartan. Each important family (called clans) in Scotland traditionally has their own tartan pattern.

Wales
Wales is also a mountainous country. The highest mountain in Wales is called Snowdon. Many people go to Wales to climb this mountain every year.

Northern Ireland
In the past, the whole of Ireland was a part of the United Kingdom. However, Ireland wanted to be its own country. A war followed and it was decided that most of Ireland would be independent, but that the northern part of the island would belong to the UK. Some people in Northern Ireland still want to be part of Ireland instead of the UK.

One of the most famous sights in Northern Ireland is the Giant's Causeway. This is an area on the coast which has around 40,000 rock columns. These were formed after a volcano erupted thousands of years ago.

Even though the main language in Wales is English, many people also speak Welsh in Wales. Most of the signs in Wales have information both in Welsh and English.

Each country in the UK has its own national flower.

Each country also has its own national flag.

The United Kingdom as a whole has a flag which is called the Union Flag but it is known as the **Union Jack**.

Have you ever been to any of the other countries of the UK? What did you see? What did you do?

Now it's time for your independent activities.

Slides to bring your class back together for the plenary

Plenary:

What is the most interesting fact that you have learnt today?

Share your fact with the rest of your class!

Where do I live?

Geography Year 1/2 Lesson 5 of 5

Learning Objective
To be able to identify features and characteristics of the countries of the UK.

Resources
Slides
Worksheet 3A/3B/3C/3D
Fact Cards
Picture Cards (FSD? activity only)
Word Mat (FSD? activity)

Teaching Input

- Show children the map of the UK on the slides. How many of these labels can you fill in? Invite children to share their ideas, then check on the slides.
- Explain that even though each of the countries belongs to the UK, they all have their own features and characteristics. What do you think the differences between each of the countries might be? Invite children to share their ideas, then go through the information on the slides.
- Have you ever been to another country in the UK? What was it like? What did you see and do? Invite children to share their ideas.

Main Activity

Lower ability: Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3A, children to complete the sentences for each of the facts.

Middle ability: Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3B, children to answer the questions about the four countries of the UK.

Higher ability: Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3C, children to answer the questions about the four countries of the UK.

Fancy something different...?

- Provide children with the Picture Cards showing various scenes and landscape in each of the four countries of the UK. Give children some time to look through them to see what they can see, then group them according to countries.
- Using the Word Mat to help if necessary, children to then describe what they can see on each picture, using as much vocabulary as possible.

Plenary
What do you think is the most interesting fact you have learnt today? Invite each child to give one fact that they didn't know before the lesson.

Assessment Questions

- Can children name the four countries of the UK?
- Can children name the capital cities of the UK?
- Can children identify some features and characteristics of the UK?

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Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)

Printable resources to support the differentiated main activity for children's independent learning

Where do I live? Fact Cards

Where do I live? Fact Cards

Where do I live? Fact Cards

Where do I live? Worksheet 3A

Where do I live? Worksheet 3B

Where do I live? Worksheet 3C

Printable resources for the alternative 'Fancy Something Different...?' activity

Where do I live? Picture Cards

Where do I live? Picture Cards

Where do I live? Word Mat

Where do I live? Word Mat



National Curriculum Objective Coverage



Objective	Year 1			Year 2		
	The Four Seasons	Around the World	Life in the City	Where do I live?	Let's go to the Arctic	Map Makers
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						
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						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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; 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						



Knowledge and Skills Progression Document



Knowledge and Skills Progression : Year 1 to Year 6

Geography Curriculum Option 2

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Aut	The Four Seasons			<ul style="list-style-type: none"> I know what seasons are and how they relate to the months of the year. I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. I can compare the four seasons. 	
1	Spr	Around the World	<ul style="list-style-type: none"> I know that France is a country in Europe. I know that China is a country in Asia. I know that Australia is the name of both a country and a continent. I know that Kenya is a country in Africa. I know that the USA is a country in North America. I know that Brazil is a country in South America. I know that there are no countries in Antarctica. 		<ul style="list-style-type: none"> I can identify and describe some key human and physical features of countries in each of the continents. I can use words such as city, beach, mountain and lake to describe features of a place. I know that some countries are hot countries and some countries are cold countries. 	<ul style="list-style-type: none"> I can identify the UK and France on a map of Europe. I know that the lines within a map denote country borders. I can locate the seven continents on a world map.
1	Sum	Life in the City	<ul style="list-style-type: none"> I know that London is the capital city of the UK. I can match some capital cities with their country. I know that Edinburgh is the capital city of Scotland. I know that Cape Town is one of the capital cities of South Africa. 	<ul style="list-style-type: none"> I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town. 	<ul style="list-style-type: none"> I know that a city is larger than a town or village. I know that each country has a capital city. I know that a capital city is where the government runs the country from. I can list some human and physical features you might find in a city. 	<ul style="list-style-type: none"> I can use aerial photos to identify human and physical features in capital cities. I can locate Edinburgh and Cape Town on a world map. I can identify human and physical features on a map of a city. I can create a key for a map. I can use simple compass directions and directional language to move around a map.

2	Aut	Where do I live?	<ul style="list-style-type: none"> • I know that the world is split into seven land masses called continents. • I know that there are oceans between the continents. • I know the difference between a continent and a country. • I can name the four countries of the UK. • I can name the four capital cities of the UK and match them to their country. 		<ul style="list-style-type: none"> • I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. • I know what a settlements is. • I can describe the basic differences between a village, town and city. 	<ul style="list-style-type: none"> • I can locate the United Kingdom on a world map. • I can locate the four countries of the UK on a map. • I know where the capital cities of the UK are on a map. • I can explore my local area, identifying basic human and physical features. • I can explore a map of my local area and identify basic features, such as roads and rivers.
2	Spr	Let's go to the Arctic	<ul style="list-style-type: none"> • I know the names of the countries in the Arctic Circle. 	<ul style="list-style-type: none"> • I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. 	<ul style="list-style-type: none"> • I can use photos to identify geographical features of towns in the Arctic Circle. • I can describe what the weather is like in the Arctic. • I know that the seasons in the Arctic are different to the seasons we have. • I know that winter lasts longer in the Arctic than in other parts of the world. • I can sort photographs to compare Arctic summer and winter. • I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs. • I can name some animals that have adapted to live in the Arctic environment. • I can describe the human features of cities in the Arctic Circle. • I know that Inuits are native people of the Arctic Circle. • I can describe some features of the Inuit way of life. 	<ul style="list-style-type: none"> • I can identify the Arctic Circle on a world map and a globe. • I can identify the countries of the Arctic Circle on a world map. • I can mark a map of the Arctic to show where different Arctic animals live.

2 Sum Map Makers

- I know that there are lots of different types of maps and that they can be used for different purposes.
- I can use simple compass directions and directional language to move around a map.
- I can use aerial photographs and perspectives to recognise landmarks.
- I can create an aerial view of our classroom.
- I know that maps use keys to help identify features.
- I can use a map of our local area to identify features.
- I can use fieldwork and observational skills to study my school and its surroundings.
- I can draw a map of my school, including a key.
- I can use Google maps to explore my school and local area.
- I can follow a map plan to make a 3D map.

3	Aut	The Rainforest	<ul style="list-style-type: none"> • I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • I can name continents and countries that have areas of rainforest. 		<ul style="list-style-type: none"> • I can define what a rainforest is. • I can locate areas of rainforest on a world map. • I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. • I can describe the four layers of the rainforest and name some animals that live in each layer. • I know what the water cycle is. • I can explain the basic steps of the water cycle using appropriate vocabulary. • I can explain why rain falls more often in rainforests than in other parts of the world. • I can use line graphs and bar charts to explore the climate of rainforests. • I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. • I can compare daily life for people living in rainforest tribes with that of people living in modern society. • I know what deforestation is and why it is happening. • I can describe the impact deforestation has on local wildlife and the environment. • I can describe ways in which steps are being taken to protect rainforests from deforestation. 	<ul style="list-style-type: none"> • I can use a world map to find out the names of some countries that have rainforests in them. • I can sort countries into those that do and those that don't have areas of rainforest.
3	Spr	Our European Neighbours	<ul style="list-style-type: none"> • I can name different countries in Europe. • I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> • I can compare the human and physical geography of London and Paris. • I can ask and answer questions to help me compare and contrast London and Paris. 	<ul style="list-style-type: none"> • I can identify European countries based on human features, such as language, flag and currency. • I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features. • I can use independent research to explore the human and physical features of a particular European country. 	<ul style="list-style-type: none"> • I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.

3	Sum	Investigating India	<ul style="list-style-type: none"> • I know that India is a country in Asia. • I know that New Delhi is the capital of India. • I know that India is in the Northern Hemisphere. 	<ul style="list-style-type: none"> • I can identify similarities and differences in the human and physical geography of the UK and India. 	<ul style="list-style-type: none"> • I know that India is one of the most populated countries in the world. • I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and tropical wet climates, and I can explain what each of these climates is like. • I know what a monsoon is. • I can explain how a mountain is formed. • I know that there are five different types of mountain formations. • I can name and locate some of the major mountain ranges in India, and explore facts about each one. • I know that the Ganges River and Narmada River are two of the major rivers in India. • I can explain some of the features of the Ganges and Narmada rivers. • I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. • I can explore and describe some features of Indian culture and how this has influenced the wider world. 	<ul style="list-style-type: none"> • I can locate India on a world map. • I can use a climate map with a key to identify different climates in India. • I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. • I can use the street view function on Google maps to explore the human and physical features of cities in India. • I can use population density maps to compare the populations of India and the UK.
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4	Aut	Volcanoes	<ul style="list-style-type: none"> • I know that the equator separates the Northern and Southern Hemispheres. • I know that the capital of Hawaii is Honolulu. 	<ul style="list-style-type: none"> • I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). 	<ul style="list-style-type: none"> • I can describe what a volcano is. • I know some facts, such as the height and age of some of the world's most famous volcanoes. • I can explain why a volcano erupts. • I know that ash, gas, lava and rocks are released when a volcano erupts. • I can explain how a volcano eruption affects the local people and environment. • I know some of the strategies put in place to help people survive when they are near a volcano eruption. • I can explain the difference between a composite, shield and dome volcano. • I can explain the different between a dormant, active and extinct volcano. • I know what tectonic plates are. • I know that most world's volcanoes are found at the boundaries of tectonic plates. • I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. • I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • I can identify some of the animals and plants that live in volcanic areas. • I can describe some of the human and physical features of Hawaii, a volcanic area. • I can carry out my own research about a particular volcano. 	<ul style="list-style-type: none"> • I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates.
4	Spr	Countries of the World	<ul style="list-style-type: none"> • I can name the seven continents of the world independently. • I can compare the seven continents by size, number of countries and population. • I can name several different countries in each continent. • I can name some major capital cities of the world. • I know where the North and South Poles are. 	<ul style="list-style-type: none"> • I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> • I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. • I can describe what some of the climate zones of the world are like. • I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. • I can describe the difference between human and physical geography. • I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> • I can label each of the seven continents on a world map. • I can locate countries in a particular continent on a world map. • I can use given clues to help me locate a country on a world map. • I know that I can use an atlas and the internet to find where countries are located in the world. • I can use a climate zone map to identify what a country's climate is like. • I can locate major capital cities of the world on a map.

4	Sum	Earning a Living	<ul style="list-style-type: none"> I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.
5	Aut	The Grand Canyon	<ul style="list-style-type: none"> I know that the Grand Canyon is located in the USA, North America. I know that the USA is made up of 50 states. I know that the Grand Canyon is in the state of Arizona. I know what lines of longitude and latitude are. 	<ul style="list-style-type: none"> x 	<ul style="list-style-type: none"> I can know what the Colorado Plateau is and can describe some of its features. I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed. I know that the environment is very different at the top of the Grand Canyon to the bottom. I can describe what a biome is. I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. I can describe what a desert scrub biome is and explore some of its features. I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. I can identify the pros and cons of tourism at the Grand Canyon. I know that native American tribes have lived around the Grand Canyon for hundreds of years. I can describe some of the features of the way of life of the traditional Havasupai tribe. I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. I know that a National Park is an area that is looked after by the American government. I can explain why it is important to look after and protect the Grand Canyon. 	<ul style="list-style-type: none"> I can use a map of the USA to identify where Arizona is.

5

Spr

Water World

- I can compare and contrast water availability and usage in the UK and Kenya.

- I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords.
- I know that some of the Earth's bodies of water have salt water and some have fresh water.
- I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.
- I can explain why the water cycle is important for our planet.
- I can draw and label a diagram of the water cycle.
- I can describe some of the ways in which people need water every day to live.
- I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.
- I can describe the six steps in the water treatment process.
- I know what the term 'water conservation' means and why this is important.
- I know that Kenya is a water-scarce country.
- I can explain what hydropower is and how it can be used to contribute to a sustainable future.
- I can identify the positive and negative aspects of using hydropower.
- I can carry out my own research into a particular hydroelectric dam around the world.

- I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water.
- I can identify local bodies of water on a map.
- I can use fieldwork to observe, measure, record and present information about a local body of water.

5	Sum	Extreme Earth	<ul style="list-style-type: none"> I know where some places of extreme temperature are located. 		<ul style="list-style-type: none"> I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts. 	
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6	Aut	Our Local Area	<ul style="list-style-type: none"> • I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. • I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. 		<ul style="list-style-type: none"> • I know the difference between high-order and low-order services in a settlement. • I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. • I can name many of the natural resources that are found in the UK. • I can identify UK commodities that are made or produced in my local area. • I can describe land use around my school, explaining how I feel about different areas and what I would change. • I can compare local climate data with climate data for other parts of the UK. • I know how different winds can affect the climate of different parts of the UK. 	<ul style="list-style-type: none"> • I can use fieldwork to observe where some of the UK's natural resources can be found. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. • I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. • I can use fieldwork to gather information about the vegetation and wildlife of a local river. • I can use fieldwork to gather weather data about my local area. • I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • I can use a topographical map to identify the major mountain ranges of the UK.
6	Spr	South America	<ul style="list-style-type: none"> • I can name the countries of South America. • I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. 	<ul style="list-style-type: none"> • I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. • I can compare and contrast the human and physical features of Brazil and the UK. 	<ul style="list-style-type: none"> • I can identify and describe the different climate zones of South America. • I know that the Andes are the major mountain range of South America. • I can use plate tectonics to describe how mountains are formed. • I know what a volcano is and how they are formed. • I know the differences between the three types of volcanos. • I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. • I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. • I know that the main industries of South America are agriculture and timber. • I can name some key industries in different South American countries. • I can use independent research to find out key details of the human and physical geography of a particular South American country. 	<ul style="list-style-type: none"> • I can locate the countries of South America on a map. • I can use political maps and climate maps to identify the climate zones of South America. • I can use a topographical map to locate the mountain ranges of South America. • I can use a map of plate tectonics to identify the location of the Andes. • I can create a colour key on a map of South America to denote key industries.

6	Sum	Exploring Scandinavia	<ul style="list-style-type: none"> • I know that Scandinavia is made up of the countries Norway, Sweden and Denmark. 	<ul style="list-style-type: none"> • I can use graphs to compare the climates of London, Copenhagen and Umeå. • I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. 	<ul style="list-style-type: none"> • I can use photographs to describe what the landscape of Scandinavia is like. • I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. • I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • I can describe the features of the different climate zones in Scandinavia. • I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. • I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. • I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy. 	<ul style="list-style-type: none"> • I can locate Scandinavia's countries and major cities on a map. • I can use a climate map to identify areas of different climates in Scandinavia.
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Geography Curriculum Pack Scheme of Work Overviews



The Four Seasons : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out how the seasons are linked with the months of the year.	Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	<ul style="list-style-type: none"> Do children know that weather patterns change throughout the year? Do children know that there are four seasons in a year? Can children name the months of each season? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Season Cards (FSD? activity only)
Lesson 2	To find out what the weather is like in spring.	Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.	<ul style="list-style-type: none"> Do children know when spring is? Can children describe what the weather is like in spring? Do children know that spring is a time of new life for plants and animals? 	<ul style="list-style-type: none"> Slides Spring Weather Dice A/B/C Picture Cards (FSD? activity only) Worksheet 2A (FSD? activity only)
Lesson 3	To find out what the weather is like in summer.	Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	<ul style="list-style-type: none"> Do children know when summer is? Can children describe what the weather is like in summer? Can children identify appropriate clothing and activities for the summer? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D/3E/3F Summer Postcards Word Cards (FSD? activity only) Dictionaries/thesauruses (FSD? activity only)
Lesson 4	To find out what the weather is like in autumn.	Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.	<ul style="list-style-type: none"> Do children know when autumn is? Can children describe what the weather in autumn is like? Can children use appropriate vocabulary to describe autumn? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Picture Cards Leaf Templates (FSD? activity only) Red, yellow, orange and gold paper - optional (FSD? activity only)
Lesson 5	To find out what the weather is like in winter.	Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	<ul style="list-style-type: none"> Do children know when winter is? Can children describe what the weather is like in winter? Do children understand how weather can affect human activities? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Winter Wordsearch sheet Art materials (FSD? activity only) Winter Words (FSD? activity only)
Lesson 6	To review knowledge and compare the four seasons.	Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	<ul style="list-style-type: none"> Can children name the four seasons? Can children identify the different characteristics of each season in terms of weather? Can children express their knowledge of seasons in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Seasons Booklet Template Sentence Cards Season Wheel Templates (FSD? activity only) Season Wheel Covers (FSD? activity only) Split pins (FSD? activity only) Season Cards

Around the World : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate Europe on a world map and identify some of its countries and features.	Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<ul style="list-style-type: none"> Do children know that the world is split into seven continents? Can children locate Europe on a world map? Can children describe some of the geographical features and characteristics of France? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Picture Cards (FSD? activity only) Question Cards (FSD? activity only) Travel Map sheet
Lesson 2	To be able to locate Asia on a world map and explore the features and characteristics of China.	Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	<ul style="list-style-type: none"> Can children locate Asia on a world map? Can children identify China on a world map? Can children identify and describe some of the features and characteristics of China? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Picture Sheet (FSD? activity only) Help Sheet (FSD? activity only) Dragon Template sheets (FSD? activity only) Card, sticks, materials for decoration (FSD? activity only) Travel Map sheet from lesson 1
Lesson 3	To be able to locate Australia on a world map and identify some of its features and characteristics.	Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	<ul style="list-style-type: none"> Can children locate Australia on a world map? Do children know that Australia is a country and a continent? Can children identify and describe some of the features and characteristics of Australia? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Memory Game Cards (FSD? activity only) Travel Map sheets from lesson 1
Lesson 4	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<ul style="list-style-type: none"> Can children locate Africa on a world map? Can children identify Kenya on a world map? Can children identify and describe some of the features and characteristics of Kenya? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Animal Cards Binoculars (FSD? activity only)
Lesson 5	To be able to identify North America on a world map and explore the characteristics and features of the USA.	Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	<ul style="list-style-type: none"> Can children locate North America on a world map? Can children locate the United States of America on a world map? Can children identify and describe some of the features and characteristics of the USA? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Diary Sheet Help Sheet (FSD? activity only) Pinwheel Templates (FSD? activity only) Sticks, pipe cleaners, beads, colouring pens or pencils, scissors, hole punch, glue or stapler. (FSD? activity only)
Lesson 6	To be able to locate South America on a world map and explore the features and characteristics of Brazil.	Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	<ul style="list-style-type: none"> Can children locate South America on a world map? Can children locate Brazil on a world map? Can children identify and describe some of the features and characteristics of Brazil? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Question Cards Picture Cards Information Sheet Mask Template (FSD? activity only) Elastic or art straws (FSD? activity only) Craft materials, e.g. paints, sequins, features, card, tissue paper, etc. (FSD? activity only)
Lesson 7	To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.	<ul style="list-style-type: none"> Can children locate Antarctica on a world map? Can children identify some of the characteristics and features of Antarctica? Can children locate the seven continents of the world on a map and identify a country in each one? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D World Map A/B (FSD? activity only)

Life in the City : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn what a city is and identify some major capital cities around the world.	Children will explore what a city is and what makes a city a city. Children will learn that cities are important and are places where major decisions are made. Children will locate some major cities around the world.	<ul style="list-style-type: none"> • Can children explain what makes a city a city? • Can children identify what you might see in some capital cities around the world? • Can children explain the difference between a city and a farm/country town? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Pictures Cards • Fact Cards • Folding Passport Book (for FSD? activity only) • Capital City Stamps (for FSD? activity only)
Lesson 2	To explore the features of a city.	Children will explore human and physical features found in cities. Children will use new vocabulary to locate and describe the physical and human features found in Vancouver.	<ul style="list-style-type: none"> • Can children explain what a physical and a human feature is? • Can children recognise common physical and human features in a city? • Can children describe in detail the features you would find in a city? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Picture Cards • Famous City Picture Cards (for FSD? activity only) • Post Card Template (for FSD? activity only) • Word Bank (for FSD? activity only)
Lesson 3	To explore the physical features of Edinburgh and Cape Town.	Children will look closely at the physical features of Edinburgh and Cape Town. Children will use language to describe and compare the physical features of two different cities.	<ul style="list-style-type: none"> • Can children compare two cities? • Can children list and describe features found in a city? • Can children use correct vocabulary for physical features of cities. 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Question Card 3B/3C • Edinburgh and Cape Town Features • Travel Journal A and B (for FSD? activity only) • Venn Diagram (for FSD? activity only) • Word Cards (for FSD? activity only)
Lesson 4	To explore the human features of Edinburgh and Cape Town.	Children will look closely at the human features of Edinburgh and Cape Town. Children will use language to describe and compare the human features of two different cities.	<ul style="list-style-type: none"> • Can children explain the difference between a physical and human feature? • Can children explain what human features you will find in particular cities? • Can children explain that human features are developed according to the physical environment? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Memory Picture Cards (for FSD? activity only) • Memory Word Cards (for FSD? activity only) • Symbol Drawing Sheet (for FSD? activity only)
Lesson 5	To explore symbols and patterns used to create maps.	Children will explore what a bird's eye view is and describe maps from this perspective. Children will explore how to use symbols to represent objects in a bird's eye view map.	<ul style="list-style-type: none"> • Can children explain what an aerial map is? • Can children use symbols and keys to create a map? • Can children recognise human and physical features on maps? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • City Map • Worksheet 5C Key • Simon's City Map (for FSD? activity only) • Simon's City Tourist Cards (for FSD? activity only) • Travel Journal (for FSD? activity only)

Where do I live? : Geography : Year1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	<ul style="list-style-type: none"> Do children know what a continent is? Can children name and locate the seven continents? Can children identify the UK on a world map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C World Jigsaw World Map sheet Wheel Templates (FSD? activity only)
Lesson 2	To be able to identify the countries and capital cities of the UK.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.	<ul style="list-style-type: none"> Do children know that the United Kingdom is made up of different countries? Can children name the countries and capital cities of the UK? Can children identify the national flags of each of the countries of the UK? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Information Sheet Game Cards Flag Templates (FSD? activity only)
Lesson 3	To be able to identify features and characteristics of the countries of the UK.	Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.	<ul style="list-style-type: none"> Can children name the four countries of the UK? Can children name the capital cities of the UK? Can children identify some features and characteristics of the UK? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Fact Cards Picture Cards (FSD? activity only) Word Mat (FSD? activity)
Lesson 4	To explore the town we live in.	Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	<ul style="list-style-type: none"> Do children know the difference between a village, town and city? Can children locate their local area on a map of the UK? Can children use a variety of sources, including maps, to help them explore the local area? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Photos of local area Access to internet
Lesson 5	To be able to describe where you live.	Children will consolidate their understanding of where they live and extend this to thinking about the road and house their live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.	<ul style="list-style-type: none"> Do children know what addresses are used for? Can children write their own address? Can children describe where they live? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Envelopes and stamps (FSD? activity only) Address Guide (FSD? activity only)

Arctic Adventures : Cross-Curricular Topic : Year 1/2

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the Arctic Circle.	Children will look at Arctic Circle maps to learn about what it is and where it is. They will explore the seven countries that make up the Arctic Circle. They will look at and describe images of towns found in the Arctic Circle.	<ul style="list-style-type: none"> Do children know where the Arctic Circle is? Can children list some countries found in the Arctic Circle? Can children read and use maps to complete activities? 	<ul style="list-style-type: none"> Slides Arctic Circle Map Worksheet 1A/1B/1C White/lined paper Memory Cards (for FSD? activity only)
Lesson 2	To explore the climate in the Arctic.	Children will learn new weather vocabulary and will use it to describe weather patterns. They will learn about winter and summer in the Arctic and what the weather is like in each of these seasons.	<ul style="list-style-type: none"> Do children understand that weather can change in the Arctic? Can children explain the different seasons in the Arctic? Do children know that weather can be different in different parts of the world? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Picture Cards Word Cards Scenario Cards (for FSD? activity only)
Lesson 3	To explore the Arctic's physical features.	Children will use their senses to describe the landscapes in the Arctic. They will learn some new vocabulary associated with physical features found in the Arctic, including mountains, hills, icebergs, rivers and lakes.	<ul style="list-style-type: none"> Do children understand what a physical feature is? Can children list some physical features found in the Arctic? Can children use their senses to describe landscapes and their features? 	<ul style="list-style-type: none"> Slides Arctic Landscapes Physical Features Cards Worksheet 3A/3B Landscapes Cards (for FSD? activity only) Questions Cards (for FSD? activity only)
Lesson 4	To explore the animals living in the Arctic.	Children will look at animals in the Arctic and how they survive the cold, harsh winters. They will use maps to locate and record animal distribution in the Arctic.	<ul style="list-style-type: none"> Can children list some animals found in the Arctic? Can children describe some features Arctic animals have? Can children use maps to locate and describe Arctic animals? 	<ul style="list-style-type: none"> Slides Arctic Circle Map A/B Worksheet 4A/4B/4C Word Bank Follow Me Animal Cards (for FSD? activity only)
Lesson 5	To explore cities and towns in the Arctic Circle.	Children will look closely at some Arctic cities and describe the physical features within the cities. They will use a map to locate these cities in the Arctic and describe the country they are in.	<ul style="list-style-type: none"> Can children list some human features found in Arctic cities? Can children explain the difference between human and physical features? Can children view aerial photos and images and locate human features? 	<ul style="list-style-type: none"> Slides Town Picture Cards Worksheet 5A/5B/5C Inuit Story (for FSD? activity only) Make an Igloo (for FSD? activity only) Igloo Examples (for FSD? activity only)
Lesson 6	To compare an Arctic town to a city in the United Kingdom.	Children will look closely at Sisimiut in Greenland and compare it to London in the United Kingdom. Children will use language to compare the physical features, human features and weather patterns in each place.	<ul style="list-style-type: none"> Can children find similarities between two places? Can children find differences between two places? Can children explain that human and physical features in towns and cities can be different and similar? 	<ul style="list-style-type: none"> Slides Sorting Cards Worksheet 6A/6B Venn Diagram Cards London Grid (for FSD? activity only) Sisimiut Grid (for FSD? activity only) Grid Cards (for FSD? activity only)

Map Makers : Geography : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to use compass points to navigate around a map.	Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps.	<ul style="list-style-type: none"> • Can the children explain what a direction is? • Can the children explain why using directional language is important? • Can the children use directional language to guide a partner? 	<ul style="list-style-type: none"> • Slides • Treasure Map 1A/1B/1C • Pirate Game Sheet 1B • Treasure Chest Sheet • Big Pirate Game (FSD? Only) • Compass Sheet (FSD? Only)
Lesson 2	To use aerial photographs and plan perspectives to recognise and create landmarks	Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room.	<ul style="list-style-type: none"> • Can the children explain what is meant by an aerial view or perspective? • Can the children draw the classroom as an aerial view to help another pupil? • Can the children draw an aerial view or perspective of a familiar room? 	<ul style="list-style-type: none"> • Slides • Plan View Example Sheet • Shape Sheet • Worksheet 2A/2B/2C
Lesson 3	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.	<ul style="list-style-type: none"> • Can the children read the information on the town map examples? • Can the children explain what the use of a key is? • Can the children draw their own key for their maps? 	<ul style="list-style-type: none"> • Slides • Map Research Sheet 3A/3B • Symbols Sheet • Challenge Card A/B/C
Lesson 4	To devise a simple map and use and construct basic symbols in a key.	Children will recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.	<ul style="list-style-type: none"> • Can the children recall the key features seen on their walk? • Can the children show how to draw a simple map? • Can the children draw a key to aid with reading their map? 	<ul style="list-style-type: none"> • Slides • Map Checklist • Map Template Sheet
Lesson 5	To design a map, referring to key human features.	Children will think about some of the human and physical features that are found in a town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a map.	<ul style="list-style-type: none"> • Can the children read the map of Spring Town? • Can the children explain why Spring Town is not designed very well? • Can the children design a new town with human features? 	<ul style="list-style-type: none"> • Slides • Town Design Sheet 5A/5B/5C • Key Features Sheet • Spring Town Map (FSD? activity only) • Blank Spring Town Map (FSD? activity only)
Lesson 6	To create a 3D map using their town designs.	Children will recap what they have found out about maps and their features. They will then translate this by creating 3D maps. They will consolidate what they have learnt by guiding each other around the 3D maps they have created.	<ul style="list-style-type: none"> • Can the children recall key features of a map? • Can the children complete their 3D maps using the checklist? • Can children talk through their designs using geographical vocabulary? 	<ul style="list-style-type: none"> • Slides • 3D Map Example Sheet • Paper Lantern Instruction Sheet (FSD? Only) • Map Checklist (FSD? Only) • Paper lanterns

The Rainforest : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what a rainforest is and where they are found.	Children will identify what a rainforest is and understand that rainforests lie between the two tropics. They will identify areas of rainforest on a world map and use maps to identify the continents and countries of various rainforests.	<ul style="list-style-type: none"> Can children locate the tropic of Capricorn, tropic of Cancer and equator on a world map? Do children know that rainforests lie between the two tropics? Can children name continents and countries that have areas of rainforest? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E World Map sheets Rainforests Map sheets Country Cards (FSD? activity only)
Lesson 2	To explore the layers of vegetation in a rainforest.	Children will start to understand that rainforests are very hot and humid. They will explore the layers of vegetation in a rainforest, identifying and describing each one. They will identify animals that live in each layer of vegetation.	<ul style="list-style-type: none"> Can children describe what the rainforest is like? Can children name the four layers of vegetation in a rainforest? Can children describe the features of each layer of vegetation and identify animals that live there? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Information Sheet Challenge Cards (FSD? activity only) Art materials, e.g. brown/green paper, paints, tissue paper, paints, chalks, etc. (FSD? activity only)
Lesson 3	To investigate the climate of the rainforest.	Children will use graphs to investigate the climate (temperature and precipitation) in a rainforest location. They will start to understand why rainforests have so much rain and learn about the role of the water cycle in rainforests.	<ul style="list-style-type: none"> Do children understand the word 'climate'? Can children describe the climate of a tropical rainforest? Can children compare the climate of the rainforest with climates in other parts of the world? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D/3E Challenge Cards (FSD? activity only) Coloured paper, art materials, etc. (FSD? activity only)
Lesson 4	To find out about the people and settlements of the rainforest.	Children will learn about groups of people who live in the rainforest, specifically the Yanomami tribe. They will identify how the Yanomami use the rainforest to live sustainably and compare tribal lifestyles to modern Western lifestyles.	<ul style="list-style-type: none"> Do children know that there are settlements in the rainforest? Can children describe the way of life of traditional tribespeople? Can children explain how people use the rainforest sustainably to survive? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D/4E Access to internet, books, etc. Question Cards (FSD? activity only)
Lesson 5	To explore why the rainforest is under threat and the measures taken to protect it.	Children will learn what deforestation is and consider the effect this has on the environment. They will explore some of the causes of deforestation and how this affects the people and animals of the rainforest. They will think about ways in which rainforests can be protected.	<ul style="list-style-type: none"> Do children know that rainforests around the world are under threat? Can children describe reasons why rainforests are destroyed? Can children describe ways in which rainforests can be protected? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Books, access to internet, etc. Information Sheet (FSD? activity only)

Our European Neighbours : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate Europe on a world map and find out about its features.	Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps.	<ul style="list-style-type: none"> • Can children locate Europe on a world map? • Do children know that the UK is a country in Europe? • Can children describe some of the geographical features of Europe? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Books, atlases, access to internet, etc. • Fact File sheet (FSD? activity only) • Fact Cards (FSD? activity only)
Lesson 2	To be able to identify and locate countries in Europe.	Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries.	<ul style="list-style-type: none"> • Can children locate Europe on a world map? • Can children identify European countries? • Can children use a map to identify European countries? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Maps/atlasses • Country Labels (FSD? activity only) • European Map sheet (FSD? activity only) • Large sheets of paper • String/ribbon (optional - FSD? activity)
Lesson 3	To be able to identify European countries according to their features.	Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match countries to their flags.	<ul style="list-style-type: none"> • Can children match European flags to their countries? • Do children know that there are a variety of currencies in Europe, including the euro? • Can children describe ways in which European countries are different from each other? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Information Sheet • Books, access to internet, etc. • European Flags sheet (FSD? activity only) • Flag Cards (FSD? activity only)
Lesson 4	To be able to identify the major capital cities of Europe.	Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.	<ul style="list-style-type: none"> • Can children describe what a capital city is? • Can children identify the capital cities of some European countries? • Can children locate European capital cities on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Quiz Template (FSD? activity only) • Information Sheet (FSD? activity only)
Lesson 5	To be able to compare two European capital cities.	Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves.	<ul style="list-style-type: none"> • Can children identify landmarks belonging to different European cities? • Can children use a variety of sources to find out about the geographical features of cities? • Can children compare and contrast two different European cities? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Description Cards • City Cards (FSD? activity only)
Lesson 6	To find out about the human and physical features of a European country.	Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use a variety of sources of information to find out about a particular country? • Can children present the information they have found out appropriately? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Books, maps, atlases, access to internet, etc. • Country Cards (FSD? activity only) • Challenge Cards (FSD? activity only) • End of Unit Quiz

Investigating India : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore India and where it is in the world.	Children will locate India on a world map and identify some of its surrounding countries. They will find out some facts about India, such as population and capital city, before exploring the climate of India. They will identify the different climate regions and describe some of the features of these climates.	<ul style="list-style-type: none"> Can children locate countries on a world map? Do children understand countries have different climate regions? Can children create a climate region map and describe the weather? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Climate Zone Cards India Climate Regions Map Monsoon Information Sheet (for FSD? activity only) Monsoons in India Poster (for FSD? activity only)
Lesson 2	To explore the mountain ranges found in India.	Children will investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary.	<ul style="list-style-type: none"> Can children read information and use it to answer questions? Can children explain how mountains are formed? Do children understand that all mountain ranges have different features and formations? 	<ul style="list-style-type: none"> Slides Mountains of India Image Cards Worksheet 2A/2B/2C David's Mount Everest Trek (for FSD? activity only) Cartoon Template (for FSD? activity only)
Lesson 3	To explore some of the major rivers in India.	Children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features.	<ul style="list-style-type: none"> Can children name some major rivers in India? Do children understand what rivers do? Can children explain how rivers are used by people and how they can harm people? 	<ul style="list-style-type: none"> Slides Ganges River Images Narmada River Images Discussion Questions 3A/3B/3C Maharashtra Flood Story (for FSD? activity only) Flood Images (for FSD? activity only) Question Wheel (for FSD? activity only) Question Wheel Instructions (for FSD? activity only)
Lesson 4	To explore the human and physical features of cities in India.	Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features.	<ul style="list-style-type: none"> Do children understand that major cities have a range of human and physical features? Can children identify some important buildings in the cities of India? Can children explain the physical environments of different cities? 	<ul style="list-style-type: none"> Slides New Delhi, Mumbai and Kolkata Aerial Photo Sheets Worksheet 4A/4B/4C Google Maps Challenge (for FSD? activity only)
Lesson 5	To explore India's culture and its influence on other countries.	Children will explore various aspects of Indian culture, including clothing, religion, food and architecture. They will consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.	<ul style="list-style-type: none"> Can children explain where Indian cultures are around the world? Do children understand that culture is an important part of a country? Can children explain some aspects of the Indian culture? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Culture Fact Cards Books about India Questionnaire Template (for FSD? activity only) Indian guest speaker (for FSD? activity only)
Lesson 6	To be able to compare India to the United Kingdom.	Children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.	<ul style="list-style-type: none"> Can children compare two areas of the world? Can children use direct facts to record similarities and differences of two places? Do children know that different places around the world offer different experiences? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Match-up Cards Destinations in the United Kingdom (for FSD? activity only) Destinations in India (for FSD? activity only) Tourist Question Sheet (for FSD? activity only) Travel Agent Sheet (for FSD? activity only)

Volcanoes : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	Volcanoes: Show what you know	Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator. They will then use a variety of information sources to find out further facts about particular volcanoes.	<ul style="list-style-type: none"> Can children recognise what a volcano is? Can children explain where some famous volcanoes are in the world? Can children read and interpret a range of information types (tables, maps, written)? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Famous Volcano Fact Cards World Map (for FSD? activity only) Map Challenge (for FSD? activity only) Computers, atlases and books
Lesson 2	To explore what happens when a volcano erupts.	Children will look at photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will have the chance to explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	<ul style="list-style-type: none"> Can children explain and describe what happens when a volcano erupts? Can children explain why a volcano erupts? Do children understand that volcanic eruptions impact the surrounding areas? 	<ul style="list-style-type: none"> Slides Personal Volcano Report Worksheet 2A/2B/2C Teacher Help Notes (for FSD? activity only) Survival Poster Template (for FSD? activity only)
Lesson 3	To explore the features of volcanoes.	Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. They will also find out the difference between an extinct, active and dormant volcano and will be able to explain this to others.	<ul style="list-style-type: none"> Do children understand the parts of a volcano? Can children explain the three main types of volcanoes? Can children understand and interpret cross-section diagrams of volcanoes? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Volcano Top Trump Cards (for FSD? activity only) Volcano Top Trumps Instruction Card (for FSD? activity only)
Lesson 4	To understand what tectonic plates are and what the 'ring of fire' is.	Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other natural disasters. They will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines.	<ul style="list-style-type: none"> Do children understand the world's countries sit on large tectonic plates? Can children name the tectonic plates and countries that lie on them? Do children understand there are three types of plate boundaries? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Atlases, globes and computers Oreo Biscuits (for FSD? activity only) Tectonic Plate Diagrams (for FSD? activity only) Tectonic Plate Poster (for FSD? activity only) Tectonic Plate Map (for FSD? activity only)
Lesson 5	To explore life in volcanic areas.	Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. They will also find out about some of the different species of flora and fauna that live in volcanic areas.	<ul style="list-style-type: none"> Can children explain why some people and animals live near volcanoes? Do children understand that not all volcanic regions are hostile? Can children explain how people, plants and animals adapt to a volcanic environment? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Captions 5A Volcanic Animals (for FSD? activity only) Volcanic Plants (for FSD? activity only) Animal Booklet Template (for FSD? activity only) Plant Booklet Template (for FSD? activity only)
Lesson 6	To compare a volcanic area to a non-volcanic area.	Children will consider ways in which life in a volcanic area is similar to or different from life in a non-volcanic area. Using photos as a stimulus, your class will compare Hawaii with the area they live in, noticing similarities and differences in geographical features and lifestyles.	<ul style="list-style-type: none"> Do children understand the similarities and differences between a volcanic area and a non-volcanic area? Can children explain how their life differs to others? Do children understand why people choose to settle in certain areas? 	<ul style="list-style-type: none"> Slides Comparison Cards Challenge Cards 6A/6B/6C Volcanic Settlement Images (for FSD? activity only) Comparison Poster (for FSD? activity only)
Lesson 7	To be able to show what you have learnt about volcanoes.	Children will recap everything they have learnt about volcanoes. They will then choose a particular volcano to research in more detail, presenting the information in the way they feel is most appropriate. There is also the chance to build a model volcano and make it erupt.	<ul style="list-style-type: none"> Can children use research skills to find information? Can children plan and present a presentation on a chosen volcano? Do children know how to work in small groups? 	<ul style="list-style-type: none"> Slides Famous Volcano Images Project Instructions Worksheet 7A/7B/7C Volcano Model Instructions (for FSD? activity only) Volcano Model Examples (for FSD? activity only) Craft materials (for FSD? activity only) Large plastic container/cup (for FSD? activity only)

Countries of the World : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify the continents of the world.	Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.	<ul style="list-style-type: none"> • Do children know what a continent is? • Can children name each of the 7 continents? • Can children locate the 7 continents on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D/1E • Information Sheet (FSD? activity only) • Continents Flags sheet (FSD? activity only)
Lesson 2	To be able to locate countries on a world map.	Children will recap the location of the seven continents of the world before defining what the difference between a country and a continent is. They will then use a world map to locate countries in different continents around the world.	<ul style="list-style-type: none"> • Can children locate the 7 continents on a map? • Can children use a map to locate different countries around the world? • Can children state which continent a particular country is in? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D • World Map sheet • Continents Map sheet • Riddle Cards (FSD? activity only) • Countries Cards (FSD? activity only) • Continent Cards
Lesson 3	To find out about some of the key geographical features of each continent.	Children will discover the tallest mountain and longest river in each of the seven continents. They will also find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in.	<ul style="list-style-type: none"> • Can children identify and name some of the highest mountains in different continents? • Can children identify and name some of the longest rivers in different continents? • Can children use a variety of sources to find out about key geographical features of the 7 continents? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Picture Cards • Information Book Template • Information Cards (FSD? activity only)
Lesson 4	To be able to locate major capital cities of the world.	Children will understand what a capital city is. They will then name and locate some of the major capital cities in the world across the continents. They can also find out some information about some of the cities they have identified.	<ul style="list-style-type: none"> • Do children know what a capital city is? • Can children use maps to locate capital cities? • Can children use a variety of sources to find out about geographical features of a particular capital city? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Question Cards (FSD? activity only)
Lesson 5	To be able to use a variety of sources to identify human and physical features in a particular country.	Children will find out the difference between human and physical geography. They will be given some information about different countries around the world before being challenged to carry out their own research into a particular country.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use appropriate sources of information to find out about a particular country? • Can children locate countries, continents and cities on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Country Cards
Lesson 6	To be able to find similarities and differences between different countries.	Children will identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features.	<ul style="list-style-type: none"> • Can children identify similarities between different countries? • Can children identify differences between countries? • Do children understand that all countries have different features and characteristics? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Country Profile Cards (FSD? activity only) • End of Unit Quiz

Earning a Living : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore jobs and why they are important.	Children will explore the reasons people work and some of the different types of jobs people have, such as full-time or part-time work. They will then look at a variety of different jobs and identify what each job entails. They will be challenged to match a job to its description.	<ul style="list-style-type: none"> • Can children explain some of the reasons why people work? • Can children identify a variety of different jobs and their roles? • Can children describe which jobs they would and wouldn't like to do? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D • Job Title Cards (FSD? activity only)
Lesson 2	To be able to group jobs into sectors.	Children will understand what a job sector is. They will be given a brief overview of the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. They will also start to understand that some jobs get paid more than others.	<ul style="list-style-type: none"> • Can children identify the main job sectors? • Can children match a variety of jobs to their sectors? • Do children know that not all jobs are paid equally? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Job Title Cards • Sector Cards • Challenge Cards (FSD? activity only)
Lesson 3	To explore industries of the UK.	Children will find out what terms such as 'business', 'industry' and 'economy' mean. They will name some industries and notice that different countries have different industrial strengths. They will also identify some of the major industries of the UK.	<ul style="list-style-type: none"> • Do children know what the economy is? • Can children name some of the main industries in the UK? • Can children identify areas on the UK on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Information Sheet • Industry Cards (FSD? activity only) • United Kingdom Map (FSD? activity only)
Lesson 4	To find out how people earn a living in other parts of the world.	Children will recall some of the UK's largest industries before exploring in further detail how a country's climate and resources affect its industry and economy. They will find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.	<ul style="list-style-type: none"> • Do children know that different parts of the world have different industries? • Can children describe some of the ways in which people in other countries earn a living? • Do children know that a lot of jobs involve the manufacture and trade of items? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Profile Cards • World Map sheet • Information Sheet (FSD? activity only)
Lesson 5	To find out about unemployment and its effects.	Children will identify some of the reasons adults don't work including retirement and unemployment. They will find out about the help given to the unemployed in the UK and compare this to other countries around the world. They will start to consider the effect unemployment on family and friends.	<ul style="list-style-type: none"> • Do children know some of the reasons why some adults are unemployed? • Can children describe some of the effects unemployment has on people? • Do children know that the government supports unemployed people financially? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Job Vacancies sheet (FSD? activity only) • Applicant Cards (FSD? activity only)
Lesson 6	To find out children around the world who help earn a living for their families.	Children will explore the reasons why children in other parts of the world have to work instead of going to school. They will look at some examples of jobs children around the world do before thinking about the link between education and employment.	<ul style="list-style-type: none"> • Do children know that some children in poorer countries have to work to support their families? • Do children understand the link between education and employment? • Can children express their own ideas about the sort of job they would like in the future? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Interview Sheet

The Grand Canyon : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To locate the Grand Canyon and identify key features.	Children will locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA. They will identify other locations on the same latitude and longitude lines before exploring some key information about the canyon, such as size, width and depth.	<ul style="list-style-type: none"> Can children locate the Grand Canyon on a map? Can identify other locations along the same latitude/longitude lines? Can children describe key features of the Grand Canyon? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C/1D Handout 1A Grand Canyon Writing/ Picture Frames
Lesson 2	To understand how the Grand Canyon was formed.	Children will find out some further facts about the Grand Canyon before exploring how it was formed. They will look at the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years.	<ul style="list-style-type: none"> Do children understand that the Grand Canyon was formed over millions of years? Do children know what erosion means? Can children explain some ways in which water erosion has helped form the Grand Canyon? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Old notebooks/sticky note pads OR mini-whiteboards, digital cameras and video software (FSD? activity only)
Lesson 3	To learn about the environment at the bottom of the Grand Canyon.	Children will learn that the Grand Canyon has several different biomes and climate conditions. They will use pictures to explore what the bottom of the Grand Canyon is like and compare climates in the gorge and North Rim of the canyon.	<ul style="list-style-type: none"> Do children have a basic understanding of what biomes are? Do children know that there are different biomes and climate conditions at different altitudes within and around the Grand Canyon? Can children describe the conditions at the bottom of the Grand Canyon? 	<ul style="list-style-type: none"> Slides Worksheet 3A Activity Sheets: Silent Sentences 3; Roll the Dice 3; Temperature Graph 3; Rainfall Statements 3. Cue Cards 3 (FSD? activity only)
Lesson 4	To find out about different biomes in the Grand Canyon.	Children will identify that the conditions at the bottom of the Grand Canyon change at different points thanks to the presence or lack of the Colorado River. Children will explore what the desert scrub biome is like and find out about some of the animals and plants that live there.	<ul style="list-style-type: none"> Do children understand that there are different biomes found at different points within the Grand Canyon? Can children explain some reasons why there are different biomes? Can children describe some plants and animals living in a desert scrub biome? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C/4D Desert Scrub Life sheet 4A Cardboard boxes, scissors, glue (FSD? activity only)
Lesson 5	To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it.	Children will consider some of the ways in which the Grand Canyon is used by humans, both for local people and for those visiting. They will weigh up the benefits of tourism to the area and counter this with the negative impact tourism can have on the environment.	<ul style="list-style-type: none"> Can children think about ways in which land is used by humans? Can children consider some of the benefits of tourism? Do children know some ways in which tourism can harm an environment? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C/5D Writing/Drawing Frames
Lesson 6	To consider the types of settlement and land use in and around the Grand Canyon.	Children will be introduced to the Havasupai tribe and find out how they have lived at the Grand Canyon for hundreds of years. They will find out about the lifestyle of the Havasupai and consider how they use the land around the Grand Canyon, both historically and today.	<ul style="list-style-type: none"> Do children know some ways in which the land at the Grand Canyon sustained the Havasupai's way of life? Do children know some ways in which the use of the land by American Indians has changed over time? Can children explain how American Indians benefit from tourism? 	<ul style="list-style-type: none"> Slides Activity Card 6 Information books, internet access Challenge Card 6 (FSD? activity only) Writing Frames
Lesson 7	To describe the human and physical geographic features of the Grand Canyon.	Children will start by considering why it is important for natural parks to be protected by the government. They will then go on to consolidate everything they have learnt about the Grand Canyon and present their understanding in a variety of ways.	<ul style="list-style-type: none"> Can children think of reasons why it is important to preserve and protect special places like the Grand Canyon? Can children explain what they have learned about the geography of the Grand Canyon? Can children evaluate their own learning? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C Evaluation Card 7 Access to slides and work from previous lessons (optional) End of Unit Quiz! (FSD? activity only)

Water World : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore water on our planet.	Children will identify different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glaciers. They will find out how much of the water on the planet is usable by humans and that water is either salt or fresh water.	<ul style="list-style-type: none"> Do children understand water can be found in different forms around the world? Can children explain where water is found on our planet? Can children explain the different bodies of water found on earth? 	<ul style="list-style-type: none"> Slides Internet, books and atlases Worksheet 1A/1B/1C White paper for palm cards Water Fact Quiz Questions (for FSD? activity only) Water Fact Quiz Answer Sheet (for FSD? activity only) Bonus Question (for FSD? activity only)
Lesson 2	To understand and explain the water cycle.	Children will find out how the water cycle and its various processes work. They will use specific vocabulary to describe the how the water cycle works and start to understand the importance of the water cycle for our planet.	<ul style="list-style-type: none"> Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words? 	<ul style="list-style-type: none"> Slides Water Cycle Explanation 2A/2B/2C Explanation Poster Water Cycle Fact Sheet Water Cycle Poster Instructions (for FSD? activity only)
Lesson 3	To explore why we need water and how we use it.	Children will consider all the ways in which households in the UK use water. They will think about how much water they use on a daily and weekly basis, and find out how it gets to their taps through the water treatment process. They will start to consider the importance of water conservation.	<ul style="list-style-type: none"> Do children know how water gets to their homes? Can children explain how and why they use water? Do children understand what water conservation is and why it is important? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Water Usage Fact Sheet Water Usage Questionnaire (for FSD? activity only) Water Usage Table (for FSD? activity only) Challenge Cards (for FSD? activity only)
Lesson 4	To compare the difference in water availability and usage in the UK and Kenya.	Children will find out about water-scarce countries, using Kenya as an example. They will compare pie charts showing water usage in Kenya and the UK, and start to understand how limited access to water affects lives.	<ul style="list-style-type: none"> Can children compare water use and availability in two countries? Do children understand water access around the world differs? Do children understand limited access to water causes huge problems in communities? 	<ul style="list-style-type: none"> Slides Fact Cards Water in Kenya and the UK Fact Sheet Worksheet 4A/4B Water Quality Map (for FSD? activity only) Water Quality Chart (for FSD? activity only) Atlas, internet access and books (for FSD? activity only)
Lesson 5	To explore how water can be used for power to contribute to a sustainable future.	Children will start to understand the idea of a sustainable future and look at the role water can play in this. They will find out about hydroelectricity and how water can be harnessed to produce power. They will discuss the pros and cons of hydroelectricity.	<ul style="list-style-type: none"> Do children understand what a sustainable future is? Can children explain how water contributes to a sustainable future? Can children describe what hydropower is and how it can benefit and be detrimental to the environment? 	<ul style="list-style-type: none"> Slides Hydroelectric Dam Fact Cards Task Card 5A/5B/5C Access to the internet Blank World Map Hydropower Pros and Cons Sheet (for FSD? activity only) For and Against Cards
Lesson 6	To investigate and explore a local body of water.	Children will identify bodies of water in their local area. They will plan and arrange a field trip to one of these bodies and find out about the biological, chemical, physical and geographical tests they can undertake, considering what they can learn from each test. Alternatively, they can find out about the water quality of the River Thames.	<ul style="list-style-type: none"> Can children observe and record information they see? Can children answer questions about the quality of water? Do children understand that not all water is safe to drink? 	<ul style="list-style-type: none"> Slides Water Investigation Sheet A/B/C/D Challenge Card Thames Water Quality Fact Sheet (for FSD? activity only)

Extreme Earth : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Earth's climate and areas of extreme temperatures.	Children will identify different climate zones around the world and look at how climates change around the poles and the equator. They will identify countries in the world that have extreme weather conditions, including temperature and precipitation.	<ul style="list-style-type: none"> Do children know that places in the world near the equator are generally hot? Do children know that the coldest places in the world are by the poles? Can children describe how climates and weather conditions vary around the world? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Fact Cards Atlases/access to internet Information Cards (FSD? activity only)
Lesson 2	To find out about the water cycle and the distribution of water across the world.	Children will learn about the water cycle and how water moves around the planet. They will explore why droughts occur and what effects droughts can have on a local and global scale.	<ul style="list-style-type: none"> Do children know that all the water in the world moves in a continuous cycle? Can children describe the different stages of the water cycle? Can children describe what a drought is and how they are caused? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Information Sheet (FSD? activity only) Books/access to internet (FSD? activity only)
Lesson 3	To find out about extreme weather conditions across the world.	Children will identify examples of extreme weather conditions around the world, including lightning, floods, typhoons, hurricanes, blizzards and hail storms. They will define each of these occurrences and think about the effects these can have on people and landscapes.	<ul style="list-style-type: none"> Can children identify and name examples of extreme weather? Can children explain why some of these examples of extreme weather occur? Can children communicate their knowledge of extreme weather in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 4	To find out about earthquakes and what causes them.	Children will learn about tectonic plates and how the movement of these can cause earthquakes. They will identify areas around the world that are more susceptible to earthquakes and understand the reasons for this. They will explore the effects on earthquakes on people and landscapes.	<ul style="list-style-type: none"> Do children know what causes earthquakes? Do children know that some places in the world are more prone to earthquakes than others? Can children use maps to identify areas that are prone to earthquakes? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Earthquake Cards A/B Earthquake Zone Map Plate Tectonics Map Challenge Cards (FSD? activity only) Extreme Earthquakes sheet (FSD? activity only)
Lesson 5	To find out about tsunamis and how they are caused.	Children will learn what a tsunami is, as well as why and how they occur. They will study pictures of the effects of various tsunamis on people and landscapes, and think about how they can describe the devastation they cause.	<ul style="list-style-type: none"> Do children know that a tsunami is caused by movement of tectonic plates? Can children describe the effects of a tsunami? Can children identify areas of high risk on a world map? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Sentence Cards
Lesson 6	To find out what volcanoes are and how they are formed.	Children will identify the difference between a volcano and a mountain before looking at how volcanoes are formed and what happens when they erupt. They will find out the difference between active, dormant and extinct volcanoes.	<ul style="list-style-type: none"> Do children know why volcanoes erupt? Can children convey their knowledge of volcanoes in a variety of ways? Can children describe volcanoes using geographical and descriptive language? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Picture Cards Volcano Acrostic sheet Help Sheet (FSD? activity only) Materials as listed on Help Sheet (FSD? activity only)

Our Local Area : Geography : Year 6

	Learning Objective	General Information	Resources
Lesson 1: Economic activity	To explore economic activity as part of a local area study.	This lesson focuses on the human geography of economics. The pack contains information about the UK's 2012 imports and exports as well as natural resources found in England. To prepare for the lesson you will need to ensure you are aware of examples of products that are found or built near your school, for example, mining, farming, factories etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Import/Export sheet • Import/Export question sheet • Site visit sheet <ul style="list-style-type: none"> • UK industries sheet • Digital camera
Lesson 2: Land use	To explore land use as part of a local area study.	This lesson focuses on the human geography of land use. To prepare for the lesson you will need to ensure you are aware of examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Information sheet • Report sheet • Proposal sheet <ul style="list-style-type: none"> • Site visit sheet • Map of the area around your school • Digital camera
Lesson 3: Settlements	To explore settlements as part of a local area study.	This lesson focuses on the human geography of settlements. To prepare for the lesson you will need to ensure you are aware of the original function and the current function of the settlement your school is in, for example, port, market town etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Types of settlement sheet • Question sheet • Information sheet <ul style="list-style-type: none"> • Access to internet • Site visit sheet • Map sheet • Digital camera • Scrap/art materials for building a settlement model
Lesson 4: Climate zones	To explore climate zones as part of a local area study.	This lesson focuses on the physical geography of climate zones. To prepare for the lesson you will need to research and print the average temperature and rainfall in your school's local area or ensure your class have access to the internet to explore the Met Office website. If your class will be researching using the internet they will need to know the area the school is in.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Average climate sheet • Local climate sheet <ul style="list-style-type: none"> • Weather sheet
Lesson 5: Rivers	To explore rivers as part of a local area study.	This lesson focuses on the physical geography of rivers. To prepare for the lesson you will need to ensure you are aware which major river is closest to your school and that you know the OS grid reference of the location of your school. If your school is closest to a tributary or a river not included on the Information Sheet you may wish to gather the relevant information for it.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Question sheet • Information sheets <ul style="list-style-type: none"> • Site visit sheets • Digital camera
Lesson 6: Upland areas	To explore mountains and hills as part of a local area study.	This lesson focuses on the physical geography of upland areas. To prepare for the lesson you will need to ensure you are aware of the height of the land your school is on and that you know the OS grid reference of the location of your school.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Question sheets • Information sheets <ul style="list-style-type: none"> • Site visit sheets • Digital camera

Please note that these lessons are structured differently to most PlanBee lessons: This Complete Series includes three Human geography packs and three Physical geography packs. These each include a plan with suggested teaching inputs, activity ideas and links to useful resources, a slideshow presentation*, and a range of worksheets and other printable materials. These may be used in any combination to support your planning and teaching of a local area study, depending upon the geography of your local area.

***The slideshow presentations included with lessons 1–3 are identical, as are those included with lessons 4–6.**

South America : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the location and countries of South America.	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of South America on a world map? Can children name the countries of South America? Can children identify the countries of South America on a map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Atlases South America Map (FSD? activity only)
Lesson 2	To find out about the climate in South America.	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	<ul style="list-style-type: none"> Do children know that different parts of the world have different climates? Can children name and locate some of the different climates in South America? Can children describe some of the different climates in South America? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C South America Climate Map Climate Zone Map World Map Secondary information sources (FSD? activity only)
Lesson 3	To find out about the major mountain ranges of South America.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	<ul style="list-style-type: none"> Do children know that the Andes run the length of South America? Do children know how the Andes were formed? Do children know some of the ways in which the Andes are used? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards 3D Mountain Template (FSD? activity only) Challenge Card (FSD? activity only)
Lesson 4	To find out about the human geography of South America.	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.	<ul style="list-style-type: none"> Can children describe the difference between human and physical geography? Can children describe some aspects of the human geography of South America? Can children present their findings in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Fact Cards A/B/C Challenge Cards (FSD? activity only)
Lesson 5	To find out about trade and industry in South America.	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<ul style="list-style-type: none"> Do children know what world trade is? Can children name some of the biggest exports of South America? Can children identify some of the main industries in various South American countries? 	<ul style="list-style-type: none"> Slides Picture Cards Worksheet 5A/5B/5C/5D
Lesson 6	To be able to carry out an in-depth study of a South American country.	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific South American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 6A Information Book Template Variety of secondary sources of information Challenge Cards (FSD? activity only)
Lesson 7	To compare an area of South America with the UK.	Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.	<ul style="list-style-type: none"> Can children name a key difference or similarity between the UK and a region of South America's human geography? Can children name a key difference or similarity between the UK and a region of South America's physical geography? Can children provide a feasible explanation of one of these similarities or differences? 	<ul style="list-style-type: none"> Slides Information Sheets 7A Maps 7A Fact Cards 7A Worksheet 7A/7B Worksheet 7C (FSD? activity only) Internet access/atlas (FSD? activity only)

Exploring Scandinavia : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate Scandinavia's countries and major cities on a world map.	Children will identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. They will locate these countries on a world map as well as their capital cities. They will start to identify some of the main features of Scandinavia by exploring images and using online mapping.	<ul style="list-style-type: none"> Do children know that Scandinavia is a region in Europe made up of three separate countries? Can children locate Norway, Sweden and Denmark on a map? Can children identify and locate the capital cities of Scandinavia? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Scandinavia Map Atlases Access to internet (FSD? activity only)
Lesson 2	To explore the climate and weather of Scandinavia.	Children will recap the three countries and capital cities of Scandinavia before exploring the climate zones of northern Europe, focusing on Scandinavia in particular. Children will use line graphs to explore and compare average temperatures. They will also explore how the seasons affect the hours of daylight and how climate informs national activities and identity.	<ul style="list-style-type: none"> Can children make predictions about what the climate in Scandinavia is like based on its geographical location? Can children use graphs and charts to explore the climate in Scandinavia? Do children understand why parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Climate Cards Question Cards A/B Average Climate Sheet Location Cards (FSD? activity only) Access to internet (FSD? activity only)
Lesson 3	To explore the physical features of Scandinavia.	Children will explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. They will use images and information to gather facts, and express what they have learnt through descriptive writing or art.	<ul style="list-style-type: none"> Do children understand the difference between physical and human geography? Can children identify some aspects of the physical geography of Norway? Can children define and describe some aspects of the physical geography of Norway? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Picture Cards Art materials (FSD? activity only)
Lesson 4	To explore some aspects of the human geography of Scandinavia.	Children will identify aspects of human geography and ask a variety of questions to find out about the human geography of Scandinavia. They will compare the human geography of the three Scandinavian countries, or choose one particular country to investigate.	<ul style="list-style-type: none"> Do children understand what human geographical features are? Can children identify a variety of human geographical features in Scandinavian countries? Can children identify how human features can contribute to national identity? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Fact Cards Fact Files Picture Cards (FSD? activity only)
Lesson 5	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Children will identify key questions they can ask in order to compare and contrast an area in the UK with an area in Scandinavia. Children will carry out their own research to compare two locations independently, or work as a group to compare two locations in more depth.	<ul style="list-style-type: none"> Can children compare aspects of physical geography in an area in Scandinavia and an area in the UK? Can children compare aspects of human geography in an area in Scandinavia and an area in the UK? Can children make inferences about how life is different in two different locations based on its physical and human features? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B UK and Scandinavian Location Cards Challenge Cards (FSD? activity only)
Lesson 6	To be able to plan a tourist visit to a Scandinavian destination.	Children will consolidate their learning about Scandinavia by planning a holiday for tourists visiting a particular Scandinavian location. Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography. They will write persuasively to encourage tourism to their chosen area.	<ul style="list-style-type: none"> Can children share facts they have learnt about Scandinavia? Can children suggest locations for a Scandinavian holiday based on various criteria? Can children write persuasively to advertise a Scandinavian holiday destination? 	<ul style="list-style-type: none"> Slides Challenge Card A/B/C End of Unit Quiz