

*'The study of Geography is about more than memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'* - Barack Obama

**VISION** We aim to inspire a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives, both in their immediate surroundings and wider afield. Our purpose is to instil a desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well-rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. Children will acquire the disciplinary geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. We want children to recognize their distinct rural location and the diversity of their country and the wider world. Studying Geography will help them to make sense of the world around them and pique their curiosity in places and people – engaging them with the real world and spurring them into action.

**KS2 mixed-age pathway model:** Pupils in Years 3-6 study the same geographical enquiry together. Pathway 1 sets the LKS2 expectation and Pathway 2 sets the UKS2 expectation. UKS2 pupils work with greater breadth, precision and independence, use more complex maps and data, explain connections and processes in greater depth, and justify conclusions using evidence. Teaching, scaffolding and outcomes are adapted so that all pupils are challenged appropriately.

**Statutory entitlement:** All pupils encounter the complete statutory content identified within each unit. The pathways vary the depth of explanation, precision, independence and use of evidence; they do not remove statutory content from LKS2 pupils.



## Brampford Speke C of E Primary School Geography Pathways



EYFS  
3-4

Understand position through words alone. For example, "The bag is under the table," – with no pointing. M  
Describe a familiar route. M  
Discuss routes and locations, using words like 'in front of' and 'behind'. M  
Use all their senses in hands-on exploration of natural materials. UW  
Begin to understand the need to respect and care for the natural environment and all living things. UW  
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW

EYFS  
R

Draw information from a simple map. UW  
Recognise some similarities and differences between life in this country and life in other countries. UW  
Explore the natural world around them. UW  
Recognise some environments that are different to the one in which they live. UW

EYFS  
ELG

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UW  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. UW  
Understand some important processes and changes in the natural world around them, including the seasons. UW

|                                         | Autumn                                                                                                                                                                                                                                                                                                                                                                                     | Spring                                                                                                                                                                                                                                                                                                                             | Summer                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS1<br>Year A                           | Weather and Seasons                                                                                                                                                                                                                                                                                                                                                                        | At the farm                                                                                                                                                                                                                                                                                                                        | Seas and Coasts                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resource Bank                           | Twinkl                                                                                                                                                                                                                                                                                                                                                                                     | Planbee                                                                                                                                                                                                                                                                                                                            | Planbee                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Key vocabulary                          | <i>arable, livestock, dairy, rural, urban, pig sty, hen house, office, pasture, crops, compass, north, south, east, west, navigate, key, symbol, season, spring, summer, autumn, winter, human, physical</i>                                                                                                                                                                               | <i>Seasons, observations, record, temperature, thermometer, United Kingdom, affects, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate</i>                                                                                                                                 | <i>ocean, continent, sea, country, location, beach, human, physical, island, compass, tourist, coastal, north, south, east, west</i>                                                                                                                                                                                                                                                                                            |
| Learning Focus and Assessment Questions | <ol style="list-style-type: none"> <li>1. What are farms and why they are important?</li> <li>2. What are the main features of a farm?</li> <li>3. What are the four compass points and how do keys and symbols make maps easier to read?</li> <li>4. How do the seasons affect life on a farm?</li> <li>5. What are the differences between life on a farm and life in a town?</li> </ol> | <ol style="list-style-type: none"> <li>1. What is the weather like in the UK?</li> <li>2. How does the weather affect us?</li> <li>3. What do weather forecasts show?</li> <li>4. What are the dangers of weather?</li> <li>5. What are hot and cold countries like?<br/>What is it like in the Arctic?</li> </ol>                 | <ol style="list-style-type: none"> <li>1. What and where are the oceans and continents?</li> <li>2. What is it like at the seaside?</li> <li>3. What and where are the British seas?</li> <li>4. What is this place like? Fieldwork</li> <li>5. How is a British beach similar and different to a beach in another country?</li> <li>6. Can I use four compass points and directional language to move around a map?</li> </ol> |
| Key Knowledge                           | <p>To know what farms are and why they are important.</p> <p>To describe what happens on a farm during each of the seasons.</p> <p>To describe differences between urban and rural areas.</p> <p>To describe differences between life on a farm and life in a town.</p> <p>To know the four compass points.</p>                                                                            | <p>To name weather types in the UK.</p> <p>To identify daily changes in weather.</p> <p>To identify seasonal changes across a year.</p> <p>To recognise weather symbols.</p> <p>To explain some dangers of the weather and how people can protect themselves.</p>                                                                  | <p>To name and locate the five oceans.</p> <p>To name and locate the seven continents.</p> <p>To explain what the seaside is like.</p> <p>To know what the four points of a compass are.</p> <p>To get information from different sources.</p> <p>To identify physical and human features.</p>                                                                                                                                  |
| Key Skills                              | <p>To match features of a farm to their functions.</p> <p>To identify differences in weather patterns throughout the year.</p> <p>To use compass points and appropriate locational language to navigate around a map.</p> <p>To use symbols in a map.</p>                                                                                                                                  | <p>To use world maps and globes to identify the UK and begin to locate other countries.</p> <p>To use world maps and globes to identify a range of countries, the Equator and the North and South Poles.</p> <p>To make comparisons between different places studied.</p> <p>To make observations about the weather in the UK.</p> | <p>To compare photos.</p> <p>To use observational skills to answer questions.</p> <p>To ask questions about a place.</p> <p>To describe how to get from one place to another using compass points.</p> <p>To use directional language.</p>                                                                                                                                                                                      |

| EYFS & KS1<br>Year C<br>2025/2026             | Autumn<br>Around our locality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Twinkl Geo-wonderers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning Focus                                | 1. What Is Our Classroom Like?<br>2. What Is Our School Like? What Is Wonderful about Our School?<br>3. How Can We Create a Map of Our School?<br>4. Fieldwork Enquiry: What Can We Find out about Our Local Environment?<br>5. Fieldwork Enquiry: What Information Can We Collect in Our Local Environment?<br>6. Fieldwork Enquiry: What Changes Would We Make to Our Area?                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                               |
| Assessment Questions (linked to Lesson Focus) | 1. Can you help label some of the areas in our classroom on a map?<br>2. Share how different places in the school grounds make you feel. Which is your favourite and why?<br>3. Can you follow a map around the school and use positional language?<br>4. Can you name some of the places and people we might see in Brampford Speke and some we won't (using pictures to support).<br>5. Describe what we saw, heard and felt in our local area walk.<br>6. What shop/business would you like in Brampford Speke? Who would work there? | 1. Can you identify key features on an aerial view map?<br>2. Share one human and one physical feature in the school grounds that you think are wonderful.<br>3. Can you tick the things you'd find on a map and write what they are?<br>4. What is fieldwork?<br>5. What human and physical features are in our local area?<br>6. Give one way that part of our local area could be improved.          |
| Key Vocabulary                                | <i>Compass, aerial view, direction, map, human feature, physical feature, senses, wonder, key, symbols, sketch map, title, observe, route, community, location, job, special, worship</i>                                                                                                                                                                                                                                                                                                                                                | <i>Compass, aerial view, direction, map, human feature, physical feature, senses, wonder, key, symbols, sketch map, title, compass rose, fieldwork, data, observe, route, analyse, present</i>                                                                                                                                                                                                          |
| Key Knowledge                                 | Talk about members of their immediate family and community.<br>Draw information from a simple map<br>Understand that some places are special to members of their community<br>Learn new vocabulary<br>Understand position through words alone (DM 3&4)                                                                                                                                                                                                                                                                                   | Understand the difference between physical and human features.<br>Describe some physical and human features in their locality<br>Know that symbols on maps mean something.                                                                                                                                                                                                                              |
| Key Skills                                    | Explore the natural world around them<br>Describe what they see, hear and feel whilst outside<br>Express their feelings and consider the feelings of others<br>Describe a familiar route. (DM 3&4)<br>Discuss routes and locations, using words like 'in front of' and 'behind' (DM 3&4)                                                                                                                                                                                                                                                 | Name and use the four points of a simple compass.<br>Describe where places in the local area are on a map.<br>Describe and follow routes using simple directional language such as left, right, behind, in front and begin to use compass points in this way.<br>Recognise local landmarks and human/physical features on aerial photographs or plans.<br>Use simple fieldwork and observational skills |

|                                               |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS1 Year C<br>2025/2026                       | Spring<br>Let's go to China                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Focus                                | <ol style="list-style-type: none"> <li>Where is China?</li> <li>Exploring China</li> <li>Ted tours Beijing</li> <li>My school, your school</li> <li>From Dragons to Dim Sum</li> <li>Fabulous farming</li> </ol>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                               | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assessment Questions (linked to Lesson Focus) | <ol style="list-style-type: none"> <li>What is map, what does it have on it?</li> <li>Does China look different to our home?</li> <li>How is it different in Beijing to where we live?</li> <li>What would it be like to be a child in China?</li> <li>What do people do to celebrate New Year in China?</li> <li>What is Chinese food like?</li> </ol> | <ol style="list-style-type: none"> <li>Find China on a world map</li> <li>How is Chinese physical geography and climate different to ours?</li> <li>Give a similarity and a difference between Beijing and London</li> <li>Explain how school in China is similar or different to our school</li> <li>Describe how people celebrate Chinese New Year</li> <li>Name two things they grow in China and two Chinese dishes</li> </ol>                                                                 |
| Key Vocabulary                                | <i>Culture, traditions, festivals, celebrations, dragon, symbol, farming, village, city, similar, different, compare, transport, Asia, weather, climate, Mandarin, language, mountain, river</i>                                                                                                                                                        | <i>Culture, traditions, festivals, celebrations, dragon, symbol. Farming, crops, goods, produce, agriculture, export, rural, urban, rural, similar, different, compare, landmark, transport, pollution, smog, tourists, Asia, currency (yuan), population (people), weather, climate, Mandarin</i>                                                                                                                                                                                                 |
| Key Knowledge                                 | <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map.</p>          | <p>Know where China is located in the world and find China on a world map or globe. Understand some aspects of Chinese life.</p> <p>Name and describe some human and physical features of China including climate</p> <p>Describe the differences and similarities between schools in China and the UK</p> <p>Begin to understand what 'culture' means and begin to describe aspects of their own culture and Chinese culture</p> <p>Begin to understand some of the types of farming in China</p> |
| Key Skills                                    | Compare similarities and differences                                                                                                                                                                                                                                                                                                                    | <p>Use an atlas to accurately locate places and landmarks in China</p> <p>Compare the human and physical geography of two different countries</p>                                                                                                                                                                                                                                                                                                                                                  |

| KS1 Year C<br>2025/2026                       | Summer<br>Continents and Oceans                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learning Focus                                | <ol style="list-style-type: none"> <li>1. What are the continents and where are they?</li> <li>2. What are the continents like?</li> <li>3. Are some continents hot and others cold?</li> <li>4. What are the oceans and where are they?</li> <li>5. What lives in our continents and oceans?</li> <li>6. Which continent would you travel to?</li> </ol>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Assessment Questions (linked to Lesson Focus) | <ol style="list-style-type: none"> <li>1. What shape is the world and what are the different land areas called?</li> <li>2. Can you identify some similarities and differences between different places in the world?</li> <li>3. Can you identify hot and cold places using pictures?</li> <li>4. What is an ocean?</li> <li>5. Do you think these animals live in hot or cold places?</li> <li>6. Where would you like to visit and why?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can you name the seven continents and locate them on a map?</li> <li>2. Identify some similarities and differences between the different continents</li> <li>3. Can you identify the equator and explain why some continents have different climates.</li> <li>4. Name the 5 Oceans and locate them on a map</li> <li>5. Identify some of the animals and the continents or oceans where they live.</li> <li>6. Carry out a survey to identify which continents are popular to visit and make suggestions for why this might be.</li> </ol> |
| Key Vocabulary                                | <i>Sea, ocean, continent, country, hot, cold, travel, animals, habitat,</i>                                                                                                                                                                                                                                                                                                                                                                           | <i>As pathway 1 and in addition: globe, global, equator, tropics, climate</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Key Knowledge                                 | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>                                                                                                                   | <p>Understand that the world is spherical.</p> <p>Name the seven continents and five oceans of the world correctly.</p> <p>Locate hot and cold areas of the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |
| Key Skills                                    | <p>Explore the natural world around them.</p> <p>Ask questions to find out more</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Use an atlas to accurately locate the continents and oceans of the world.</p> <p>Locate continents, oceans including their own continent and country using a world map</p> <p>Use and follow simple compass directions (NESW)</p> <p>Follow routes on a map.</p> <p>Use aerial photographs and satellite images to recognise basic human and physical features</p>                                                                                                                                                                                                                 |

| KS2<br>2024/2025                              | Autumn<br>The Uk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning Focus                                | 1. Countries and Cities<br>2. Rivers and Seas<br>3. Devon and South West England: a regional study<br>4. Hills and mountains<br>5. How London grew<br>6. Our changing nation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessment Questions (linked to Lesson Focus) | 1. Can you locate the countries that make up the UK on a map and name the capital cities?<br>2. What and where are the rivers and seas of the UK<br>3. Which county do you live in and where is it?<br>4. What is the highest peak in Devon?<br>5. How has London changed over time?<br>6. How has the UK changed over time?<br>7. What are the distinctive human and physical features of Devon and South West England?                                                                                                                                                                                                                                                               | 1. Can you use the 8 compass points to describe the countries and cities of the UK in relation to each other?<br>2. Can you use a map to describe the journey of a river from start to end?<br>3. Which county do you live in and how many counties surround it?<br>4. What is the highest peak in the UK?<br>5. What is the importance of the Prime Meridian to London's history?<br>6. How and why do places change over time?<br>7. How do physical geography, settlement, land use and economic activity interact across Devon and South West England? |
| Key Vocabulary                                | County, prime meridian, immigration, UK, Great Britain, landmark, millennium, England, London, Stonehenge, Scotland, Northern Ireland, Wales; South West England, Devon, region, relief, settlement, land use                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | As Pathway 1 and in addition: Thames, Pennines, Edinburgh, Ben Nevis, Tay, Grampian Mountains, Cardiff, Snowdon, Severn, Cambrian Mountains, Belfast, Giant's Causeway, Bann, Sperrin Mountain; regional identity, spatial pattern, economic activity, connectivity                                                                                                                                                                                                                                                                                        |
| Key Knowledge                                 | Name the capital cities of the countries of the UK<br>Name the seas surrounding the UK<br>Name some of the UK's main rivers<br>Explain what a county is<br>Name some areas of higher ground in the UK<br>Explain who first settled in London<br>Describe some ways that London has changed since AD 43<br>Describe how the UK population has changed over time<br>Identify where some immigrants to the UK came from<br>Identify similarities and differences between their daily routine and that of a child from another historical period.<br>Identify Devon within South West England and describe the region's characteristic coasts, rivers, uplands, settlements and land uses. | Name the seas that some rivers flow into<br>Name counties local to their area<br>Explain why London has changed since AD 43<br>Explain some reasons a place may change<br>Explain why London was chosen to be the location of the Prime Meridian.<br>Explain relationships between South West England's physical geography, settlement pattern, transport, tourism, farming and other economic activity.                                                                                                                                                   |
| Key Skills                                    | Locate the countries that make up the UK on a map<br>Use the 8 compass directions to find a location on a map<br>Label the key cities in the UK on a map<br>Find the names of seas on a map<br>Find their county on a map<br>Find London on world and UK maps;<br>Find areas of higher ground on a map of the UK;<br>Use maps and photographs to compare locations within Devon and South West England.                                                                                                                                                                                                                                                                                | Find the names of rivers on a map<br>Use a legend to find areas of higher ground on a map<br>Identify the location of the Prime Meridian<br>Use the 8 compass points to describe a location relative to another place<br>Follow a river on a map to find where it starts and ends<br>Identify some counties local to their area on a map<br>Find the height of a peak on a map<br>Combine physical, land-use and population evidence to explain variation within the South West region.                                                                    |

| KS2<br>2024/2025                              | Spring<br>Americas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning Focus                                | <ol style="list-style-type: none"> <li>1. Continents, countries and cities</li> <li>2. Location, location</li> <li>3. Weather and climate</li> <li>4. Comparing places – UK fieldwork</li> <li>5. Comparing places – North America</li> <li>6. Wonders of the world</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessment Questions (linked to Lesson Focus) | <ol style="list-style-type: none"> <li>1. Name 4 countries within the Americas, and identify whether they are located in North or South America.</li> <li>2. Give the name of 3 important lines of latitude.</li> <li>3. How does the climate compare near the equator versus the arctic circle?</li> <li>4. What can fieldwork help us to discover?</li> <li>5. Which location would be best to live in? Use your knowledge of the human and physical geography in your response.</li> <li>6. Recall 2 ancient wonders of the world and 2 modern wonders of the world.</li> </ol>                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Name 6 countries within North and South America, and identify their capital city.</li> <li>2. How do lines of latitude link to the physical features found in a location? Give 3 different examples.</li> <li>3. Describe how latitude influences the climate of an area.</li> <li>4. What is the purpose of fieldwork? What other sources of research could you use to find out about a location?</li> <li>5. Which location would be best to live in? Use your knowledge of the human and physical geography in your response.</li> <li>6. Recall 1 ancient wonder of the world and 1 modern wonder of the world. Explain why each is considered a wonder.</li> </ol>                                                                                                                          |
| Key Vocabulary                                | , <i>climate, continent, country, equator, latitude, longitude, temperate, tropical, polar, dry</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | As Pathway 1 and in addition: <i>Biomes, flora, fauna</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Knowledge                                 | <p>Explain that a continent is a large landmass.</p> <p>Explain that continents are groups of countries.</p> <p>Name some countries and capital cities located in the Americas.</p> <p>Use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>Describe the climates of different regions across the Americas.</p> <p>Explain the difference between weather and climate.</p> <p>Identify 8 points of a compass.</p> <p>Know the physical and human geographical features of my local area.</p> <p>Know the physical and human geographical features of an area in North America.</p> <p>Know the names and locations of the ancient and new wonders of the world.</p> | <p>Provide a definition for continent and country</p> <p>Name many countries and their capital cities located in the Americas.</p> <p>Use geographical terminology to accurately describe the location of a range of places across the Americas.</p> <p>and characteristics of a range of places across the Americas.</p> <p>Describe the climates and biomes of different regions across the Americas.</p> <p>Name and describe the physical and human geographical features of my local area.</p> <p>Name and describe the physical and human geographical features of an area in North America.</p> <p>Make comparisons between locations in the Americas and the UK, including similarities and differences between physical and human geography.</p> <p>Know the names and locations of the ancient and new wonders of the world.</p> |
| Key Skills                                    | <p>Use maps and atlases to:</p> <ul style="list-style-type: none"> <li>•locate countries and capitals within the Americas.</li> <li>•Identify regions based on their environments</li> </ul> <p>Develop understanding of four and eight points of a compass, four figure grid references and are becoming more confident with symbols and key.</p> <p>Compare how the weather and climate is affected by a geographical location.</p>                                                                                                                                                                                                                                                                                                     | <p>Use maps, atlases, globes and digital/ computer mapping to:</p> <ul style="list-style-type: none"> <li>•locate countries and capitals within the Americas.</li> <li>•Identify regions based on their environments</li> </ul> <p>Develop understanding of eight points of a compass, four and six figure grid references, symbols and keys.</p> <p>Compare how the weather and climate is affected by a geographical location.</p>                                                                                                                                                                                                                                                                                                                                                                                                       |

| KS2<br>2024/2025                              | Summer<br>Natural Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Planbee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning Focus                                | <ol style="list-style-type: none"> <li>1. Land use</li> <li>2. Burning gas</li> <li>3. Clean energy</li> <li>4. Timber, paper, rubber</li> <li>5. Steel production</li> <li>6. Glass and concrete</li> <li>7. What have we learned?</li> </ol> <p>Food and water: distribution, use and unequal availability</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Pathway                                       | Pathway 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pathway 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assessment Questions (linked to Lesson Focus) | <ol style="list-style-type: none"> <li>1. What are some of Britain's natural resources and how are they used?</li> <li>2. Can you describe some of the ways in which natural resources are used to produce energy?</li> <li>3. Can you name some clean and renewable natural resources and describe how they are used to produce electricity?</li> <li>4. Can you name some major wood-producing countries? Can you describe some uses of wood and name some wood products?</li> <li>5. How is iron ore extracted to produce steel? Where is it produced?</li> <li>6. What are the natural resources used in the production of glass and concrete?</li> <li>7. Can you explain how different objects and materials came to be in your home, such as glass shower screens or wooden furniture?</li> <li>8. Where do some of the UK's food and water resources come from, and how are they distributed?</li> </ol>                                                           | <ol style="list-style-type: none"> <li>1. What are some of the problems associated with the use of natural resources which are not abundant?</li> <li>2. Can you describe some of the problems associated with burning natural resources to produce electricity?</li> <li>3. What are the advantages and disadvantages of renewable energy sources?</li> <li>4. Why does Britain import so many wood products from other countries? What are some of the problems associated with wood production?</li> <li>5. Can you describe the process of steel production, from ore extraction to its final uses?</li> <li>6. What are some of the benefits and drawbacks of exploiting natural resources?</li> <li>7. Can you describe where items in your home, such as glass shower screens or wooden furniture, came from and how they were produced?</li> <li>8. Why is access to food and freshwater uneven, and how do trade, climate and infrastructure influence their distribution?</li> </ol> |
| Key Vocabulary                                | <i>Natural resources, land use, fossil fuel, coal, gas, energy, electricity, national grid, alternative sources, clean, renewable, wind, solar, hydroelectric, trade, production, wood, steel, ore extraction, glass, concrete, food, energy, construction, manufacturing; food, freshwater, water supply, distribution, agriculture, import, export</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>As pathway one, and in addition: abundant, exploit, import, export; food security, water security, scarcity, infrastructure, unequal distribution</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Knowledge                                 | <p>Identify land as being an important natural resource in the UK.</p> <p>Know the ways land is used, how it has changed and the factors limiting the ways in which it can be used.</p> <p>To know how fossil fuels are produced and how they can be used to produce electricity.</p> <p>To know how power is distributed across the UK via the National Grid.</p> <p>To know some problems associated with burning coal and gas.</p> <p>Alternative sources of energy production to coal and gas, including a range of clean renewables such as wind, solar and hydroelectric and pros and cons of their use.</p> <p>To identify parts of the world where wood is produced and some of the problems associated with its production.</p> <p>To know where and how steel is produced.</p> <p>To know where and how glass and concrete are produced in Britain using natural resources.</p> <p>To know where range of natural resources come from and how they are used.</p> | <p>Know what 'abundant' natural resources are?</p> <p>Understand some problems associated with the use of natural resources which are not abundant.</p> <p>Know some problems associated with burning natural resources to produce electricity.</p> <p>Know some advantages and disadvantages of renewable energy sources.</p> <p>To know where and how steel is produced and traded around the world.</p> <p>Know the meaning of 'abundant' resources, and the benefits and drawbacks of exploiting natural resources.</p> <p>Understand different ways in which wood is used and some of the problems associated with wood production.</p> <p>Know the principal natural resources used in the production of glass and concrete.</p> <p>Understand that these natural resources are found in abundance around the world.</p> <p>Know some of the benefits and drawbacks of exploiting natural resource.s</p>                                                                                 |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | Know that energy, food, minerals and water are natural resources whose availability and distribution vary between places.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To distinguish between uses of natural resources, e.g. food, energy, construction and manufacturing.<br>Explain how physical conditions, production, trade links and infrastructure influence the distribution of energy, food, minerals and water.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Key Skills                                    | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br>Use maps to locate examples of food production, water supply, energy resources and minerals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br>Interpret thematic maps and data to compare resource distribution and identify spatial inequalities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| KS2<br>2025/2026                              | Autumn<br>Coasts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Resource Bank                                 | PlanBee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning Focus                                | <ol style="list-style-type: none"> <li>1. What are coasts and how are they formed?</li> <li>2. What are the physical features of coasts and how are they eroded?</li> <li>3. What strategies are used in coastal defences?</li> <li>4. What types of beaches are there?</li> <li>5. Use maps and secondary sources to research coastal areas</li> <li>6. How do changes in land use affect people?</li> </ol>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pathway                                       | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessment Questions (linked to Lesson Focus) | <p>Where are some significant UK coastal locations?</p> <p>How do erosion and deposition change a coastline?</p> <p>How are caves, arches, stacks and stumps formed?</p> <p>How and why do beaches differ?</p> <p>Why do people manage coastlines, and what do common defences do?</p> <p>How can changes in coastal land use affect people and environments?</p>                                                                                                                                                                                                                                                                                                                                                | <p>How can maps and evidence be used to compare contrasting UK coastlines?</p> <p>How do erosion, transportation, deposition and longshore drift interact to shape a coastline?</p> <p>How can the sequence of coastal landform development be explained accurately?</p> <p>What physical processes account for differences between beaches?</p> <p>How effective are groynes, gabions and revetments, and what are their advantages and disadvantages?</p> <p>How should coastal development balance social, economic and environmental priorities now and in the future?</p>                                                                                                                                          |
| Key Vocabulary                                | coast, erosion, deposition, cliff, beach, stack, arch, cave, wave, human feature, physical feature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | As Pathway 1, and in addition: coastal management, groynes, gabions, revetments, longshore drift, ecosystem, land use, sustainability, tourism, habitat, sediment, environmental impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Key Knowledge                                 | <p>Identify and describe what a coast is and how it is formed.</p> <p>Explain the processes of coastal erosion and deposition.</p> <p>Name and describe physical coastal features such as cliffs, caves, stacks, and arches.</p> <p>Recognise and compare different types of beaches in the UK.</p> <p>Understand that coasts are constantly changing due to natural processes.</p> <p>Identify human and physical features of coastal environments.</p> <p>Use maps and secondary sources to research and describe UK coastal locations.</p> <p>Describe simple coastal management strategies and their effects.</p> <p>Begin to consider how land use changes affect coastal environments and communities.</p> | <p>Describe in detail how coasts are formed and continually shaped by physical processes.</p> <p>Explain the processes of erosion, transportation, and deposition in shaping coastal features.</p> <p>Identify and evaluate the effectiveness of different coastal management strategies.</p> <p>Understand the concept of longshore drift and its impact on the coastline.</p> <p>Explain how human activity and land use impact coastal environments.</p> <p>Analyse the advantages and disadvantages of land development in coastal regions.</p> <p>Understand how coastal change affects communities, tourism, and ecosystems.</p> <p>Begin to evaluate how sustainable development can help manage coastlines.</p> |
| Key Skills                                    | <p>Use maps, atlases and digital mapping to locate and describe UK coastal areas.</p> <p>Use geographical vocabulary to describe key physical and human features of coasts.</p> <p>Begin to explain simple geographical processes such as erosion and deposition.</p> <p>Interpret photographs and diagrams of coastal features.</p>                                                                                                                                                                                                                                                                                                                                                                             | <p>Use a range of maps, including OS maps and digital tools, to locate and investigate coastal regions.</p> <p>Interpret and compare aerial photos, satellite images, and field sketches of coasts.</p> <p>Use appropriate geographical vocabulary to describe and explain coastal processes and features.</p> <p>Analyse secondary sources of information (e.g., brochures, websites, news articles) about coastal change.</p>                                                                                                                                                                                                                                                                                         |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <p>Ask and respond to geographical questions about coastal locations.</p> <p>Sort and classify information about coastal landforms and types of beaches.</p> <p>Present findings in simple maps, charts, and verbal or written descriptions.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Communicate findings through written reports, debate, presentations, or drama.</p> <p>Take on different viewpoints to consider social, economic, and environmental impacts of coastal changes.</p> <p>Begin to use data and evidence to draw conclusions and justify opinions.</p>                                                                                                                                                                                                                                                                                                                                                                               |
| KS2<br>2025/2026                              | Spring<br>In the Desert                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Resource Bank                                 | PlanBee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning Focus                                | <p>Desert locations</p> <p>Desert climates</p> <p>Desert formation and landforms</p> <p>Human uses of deserts</p> <p>Desert settlements and ways of life</p> <p>Desertification and sustainability</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Pathway                                       | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Assessment Questions (linked to Lesson Focus) | <p>What is a desert and where are the world's major deserts?</p> <p>What are desert climates like, and are all deserts hot?</p> <p>How are sand dunes and desert rock formations created?</p> <p>How do people use desert environments and their natural resources?</p> <p>What challenges do desert dwellers face, and how do people adapt?</p> <p>What is desertification, what causes it and what effects does it have?</p>                                                                                                                                                                                                                              | <p>How are the world's major deserts distributed, and how does latitude help explain this pattern?</p> <p>How can climate data be used to compare hot and cold deserts?</p> <p>How do weathering, erosion and deposition interact to create desert landforms?</p> <p>What are the benefits and costs of exploiting desert resources?</p> <p>How have different communities and cities adapted sustainably to desert conditions?</p> <p>How do human and physical factors cause desertification, and how effective are possible responses?</p>                                                                                                                       |
| Key Vocabulary                                | desert, climate, rainfall, temperature, hot desert, cold desert, sand dune, weathering, erosion, deposition, rock formation, natural resource, desert dweller, adaptation, desertification                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | As Pathway 1, and in addition: arid, semi-arid, latitude, precipitation, temperature range, prevailing wind, population density, resource exploitation, irrigation, sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Knowledge                                 | <p>Know that a desert is defined by very low precipitation and that deserts may be hot or cold.</p> <p>Locate and name major deserts on different continents.</p> <p>Describe typical desert temperature and rainfall patterns.</p> <p>Explain simply how dunes and selected rock formations develop through weathering, erosion and deposition.</p> <p>Identify ways deserts are used, including settlement, tourism, farming and resource extraction.</p> <p>Describe challenges faced by desert dwellers and ways people adapt to limited water and extreme temperatures.</p> <p>Define desertification and identify some of its causes and effects.</p> | <p>Explain how latitude, atmospheric conditions and precipitation contribute to the global distribution of deserts.</p> <p>Compare climate data for contrasting hot and cold deserts and identify patterns and anomalies.</p> <p>Explain how interacting physical processes create and change desert landforms over time.</p> <p>Analyse how settlement, tourism, agriculture and resource extraction create opportunities and pressures.</p> <p>Compare how communities in contrasting deserts adapt to environmental constraints.</p> <p>Explain the interaction of human and physical causes of desertification and evaluate possible sustainable responses.</p> |
| Key Skills                                    | <p>Use atlases, globes and digital maps to locate major deserts.</p> <p>Use latitude and directional language to describe location.</p> <p>Read simple climate graphs and compare temperature and rainfall.</p> <p>Interpret photographs and diagrams of desert landforms.</p> <p>Organise evidence to identify causes, effects and responses.</p> <p>Communicate findings using appropriate geographical vocabulary.</p>                                                                                                                                                                                                                                   | <p>Use atlases and digital mapping independently to analyse desert distribution and scale.</p> <p>Use latitude, longitude and hemispheres to describe locations precisely.</p> <p>Interpret and compare climate graphs, calculating or describing range and identifying patterns.</p> <p>Cross-reference maps, photographs, diagrams, data and written sources.</p> <p>Construct evidence-based explanations of processes and geographical change.</p>                                                                                                                                                                                                              |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evaluate contrasting viewpoints and justify conclusions about desert use and sustainability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| KS2<br>2025/2026                              | Summer<br>Map Skills and Changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learning Focus                                | Direction and compass points<br>Symbols, keys and scale<br>Grid references<br>Relief and contour lines<br>Ordnance Survey and digital maps<br>Using maps to investigate change over time<br>Global location: latitude, longitude, hemispheres, significant lines and time zones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Pathway                                       | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Assessment Questions (linked to Lesson Focus) | How do compass points, symbols and keys help us read a map?<br>How can four-figure grid references be used to locate features?<br>What do scale and distance tell us about a place or route?<br>How do maps show height and the shape of the land?<br>How can paper and digital maps be used to plan and follow a route?<br>What has changed in the local area, and what map evidence shows this?<br>Where are the Equator, hemispheres, tropics, polar circles and Prime Meridian, and why are they useful?<br>How do time zones relate to longitude and to day and night?                                                                                                                                                                                           | How can map conventions be applied accurately when interpreting unfamiliar places?<br>How do four- and six-figure grid references differ, and when is each useful?<br>How can scale be used to calculate distance and compare possible routes?<br>How can contour patterns be used to interpret relief, gradient and landform?<br>How can OS and digital mapping be combined to plan, test and refine a route?<br>How and why has the local area changed, and how reliable is the available map evidence?<br>How can latitude, longitude and significant global lines be used together to describe location precisely?<br>How can differences in local time and daylight be explained using longitude and the Earth's rotation? |
| Key Vocabulary                                | atlas, Ordnance Survey map, digital map, compass, eight-point compass, direction, symbol, key, scale, distance, four-figure grid reference, grid square, route, relief, contour line, land use, change; <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, time zone, day, night</b>                                                                                                                                                                                                                                                                                                                                                                  | As Pathway 1, and in addition: six-figure grid reference, easting, northing, gradient, spot height, coordinates, straight-line distance, route distance, map layer, reliability; <b>degrees, coordinates, international date line, Earth's rotation, local time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Key Knowledge                                 | Know the eight points of a compass and use them to describe direction.<br>Understand that map symbols and keys represent human and physical features.<br>Know how four-figure grid references identify a grid square.<br>Understand that map scale represents real-world distance.<br>Recognise that contour lines and spot heights show relief and height.<br>Know that maps from different dates provide evidence of changes in settlement, transport and land use.<br>Identify and explain the significance of latitude, longitude, the Equator, both hemispheres, both tropics, the Arctic and Antarctic Circles and the Prime/Greenwich Meridian.<br>Understand that the Earth's rotation creates day and night and that time zones broadly relate to longitude. | Explain and apply common OS map conventions accurately.<br>Understand how six-figure grid references identify a precise position within a grid square.<br>Use scale to calculate and compare straight-line and route distances.<br>Interpret contour spacing, spot heights and patterns to explain relief and gradient.<br>Explain how different map types and layers serve different purposes.<br>Use maps from different periods to explain patterns of change and consider the limitations of the evidence.<br>Use the complete global location framework to explain spatial position, climate patterns and differences in local time.<br>Explain why time-zone boundaries do not always follow lines of longitude exactly.  |
| Key Skills                                    | Orientate a map and use an eight-point compass.<br>Use a key to identify features and create a map using conventional symbols.<br>Give and follow four-figure grid references.<br>Measure approximate distances using a scale.<br>Follow and describe a route using maps and directional language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Select and use OS maps, atlases and digital mapping independently.<br>Give and follow accurate four- and six-figure grid references.<br>Calculate distances using scale and justify route choices.<br>Interpret contours and spot heights to infer slope and landform.<br>Combine evidence from maps, aerial images and field observations.                                                                                                                                                                                                                                                                                                                                                                                     |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | Compare maps from different dates and record observed changes.<br>Use globes, atlases and digital maps to locate and label all statutory lines and zones.                                                                                                                                                                                                                                                                                                                                                                                                                                      | Analyse change over time, suggest causes and consequences, and justify conclusions with evidence.<br>Use latitude, longitude and time-zone maps to solve unfamiliar location and local-time problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| KS2<br>2026/2027                              | Autumn<br>Japan Today                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Resource Bank                                 | PlanBee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Focus                                | Where is Japan?<br>Latitude and longitude<br>Earthquakes<br>Physical geography<br>Human geography and Japanese culture<br>School life in Japan                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pathway                                       | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assessment Questions (linked to Lesson Focus) | Where is Japan, and which continent, seas, neighbouring countries and major cities help us describe its location?<br>How can latitude and longitude be used to describe Japan's position?<br>Why does Japan experience frequent earthquakes, and how can people reduce the risks?<br>What are Japan's main physical features, and how are they similar to or different from those of the UK?<br>What are some important features of Japan's population, settlements, economy and culture?<br>How is school life in Japan similar to and different from school life in the UK?                  | How can maps at different scales and precise latitude and longitude be used to explain Japan's location and regional pattern?<br>How does Japan's position in the Pacific help to explain its climate, time zone and relationships with neighbouring countries?<br>How do tectonic processes create earthquake and volcanic risk in Japan, and how effective are Japan's preparations and responses?<br>How do Japan's physical features influence population distribution, settlement, transport and land use?<br>How have physical and human processes shaped modern Japan, and how does it compare with the UK?<br>What conclusions about life in Japan can be justified using maps, photographs, statistics and other sources? |
| Key Vocabulary                                | Asia, Japan, island, archipelago, Pacific Ocean, Sea of Japan, capital city, Tokyo, latitude, longitude, Northern Hemisphere, Eastern Hemisphere, meridian, earthquake, fault, volcano, hazard, physical feature, human feature, population, settlement, economy, culture                                                                                                                                                                                                                                                                                                                      | As Pathway 1 and in addition: tectonic plate, plate boundary, Pacific Ring of Fire, epicentre, magnitude, risk, resilience, preparedness, population density, urbanisation, land use, trade, time zone, evidence, spatial pattern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Knowledge                                 | Locate Japan in Asia and identify its main islands, surrounding seas, capital and selected major cities.<br>Use latitude and longitude to describe Japan's position in the Northern and Eastern Hemispheres.<br>Explain simply why earthquakes occur and why they are common in Japan.<br>Identify key physical features of Japan, including mountains, volcanoes, lakes, coasts and climate.<br>Describe selected human features, including population, settlements, economic activity and culture.<br>Identify similarities and differences between Japan and the UK, including school life. | Describe Japan's location precisely using latitude, longitude, hemispheres, surrounding seas and relative position.<br>Explain the relationship between plate boundaries, earthquakes, volcanoes and the distribution of risk in Japan.<br>Explain how relief, climate and limited lowland influence settlement, transport and population distribution.<br>Compare Japan and the UK using specific physical and human geographical evidence.<br>Explain how people in Japan prepare for and adapt to natural hazards.<br>Recognise that sources may present places differently and use evidence to support balanced conclusions.                                                                                                   |
| Key Skills                                    | Use world maps, atlases and globes to locate Japan and describe its position.<br>Use a simple latitude-and-longitude grid to identify locations.<br>Identify physical and human features on maps and photographs.<br>Compare two places using organised observations and geographical vocabulary.                                                                                                                                                                                                                                                                                              | Select and interpret maps at different scales, including digital maps, to investigate Japan.<br>Use latitude and longitude with increasing precision and relate location to time zones.<br>Interpret thematic maps, photographs and simple statistical data to identify spatial patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | Present findings through an annotated map, table and structured explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Cross-reference sources and distinguish supported conclusions from generalisations. Communicate a comparative geographical enquiry using maps, data and extended explanation.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| KS2<br>2026/2027                              | Spring<br>Extreme Earth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Resource Bank                                 | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning Focus                                | Under our feet: the structure of the Earth<br>Volcanoes: formation and distribution<br>Volcanoes: effects on people and environments<br>Earthquakes<br>Tsunamis<br>Tornadoes                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Pathway                                       | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Assessment Questions (linked to Lesson Focus) | What are the main layers of the Earth?<br>How are volcanoes formed, and where are many of the world's volcanoes located?<br>What happens when a volcano erupts, and how can eruptions affect people and environments?<br>Why do earthquakes occur, how are they measured and how can people keep safe?<br>How are tsunamis caused, and what effects can they have on coastal communities?<br>How do tornadoes form, where do they occur and how do scientists study them?                                       | How does the structure of the Earth relate to movement at tectonic plate boundaries?<br>What spatial patterns can be identified in the global distribution of volcanoes and earthquakes?<br>Why do the impacts of volcanic eruptions and earthquakes vary between places?<br>How can maps, diagrams and magnitude data be used to compare tectonic events?<br>How do physical processes create tsunamis, and why are some coastlines and communities more vulnerable than others?<br>How effective are prediction, monitoring, preparation and emergency responses in reducing natural-hazard risk? |
| Key Vocabulary                                | crust, mantle, outer core, inner core, volcano, magma, lava, vent, crater, eruption, active, dormant, extinct, earthquake, fault, epicentre, magnitude, tsunami, tornado, hazard, environment, impact                                                                                                                                                                                                                                                                                                           | As Pathway 1 and in addition: tectonic plate, plate boundary, convection, seismic wave, Richter scale, distribution, spatial pattern, vulnerability, primary impact, secondary impact, monitoring, prediction, preparedness, evacuation, resilience                                                                                                                                                                                                                                                                                                                                                 |
| Key Knowledge                                 | Name and describe the main layers of the Earth.<br>Explain simply how volcanoes form and distinguish active, dormant and extinct volcanoes.<br>Locate examples of volcanoes and earthquake zones using maps.<br>Describe positive and negative effects of living near a volcano.<br>Explain simply what causes earthquakes, tsunamis and tornadoes.<br>Describe how natural hazards affect people, settlements and environments.<br>Know basic actions that can help people prepare for and respond to hazards. | Explain how plate movement is linked to the distribution of volcanoes and earthquakes.<br>Describe and explain global patterns using named examples.<br>Compare the causes, characteristics and impacts of different natural hazards.<br>Explain how physical and human factors influence the severity of an event's impacts.<br>Understand that hazard, exposure and vulnerability combine to create risk.<br>Evaluate how monitoring, building design, education and evacuation can reduce risk.<br>Use evidence to reach a balanced conclusion about living in a hazard-prone area.              |
| Key Skills                                    | Use maps, atlases and globes to locate named hazards and affected places.<br>Read and label diagrams of the Earth, volcanoes, earthquakes and tsunamis.<br>Sequence and explain a physical process using accurate vocabulary.<br>Compare photographs and accounts to identify impacts on people and environments.<br>Record findings in annotated maps, diagrams and short explanations.                                                                                                                        | Interpret physical and thematic maps to identify and explain distribution patterns.<br>Use scale, latitude and longitude to describe the location of named events precisely.<br>Interpret diagrams, satellite images and simple numerical data, including magnitude information.<br>Cross-reference sources to compare places, impacts and responses.<br>Construct evidence-based explanations and justify conclusions about hazard management.                                                                                                                                                     |

| KS2<br>2026/2027                              | Summer<br>Rivers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | Grammarsaurus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Learning Focus                                | How does the water cycle keep rivers flowing?<br>What are rivers and how are they formed?<br>How can we plan a fieldwork investigation comparing a local river and the River Trent?<br>What data can we collect from a local river?<br>How can we present and analyse river fieldwork data?                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Pathway                                       | <b>Pathway 1 - LKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Pathway 2 - UKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assessment Questions (linked to Lesson Focus) | How do evaporation, condensation, precipitation and collection keep water moving?<br>What is a river, how does it form and how does it change from source to mouth?<br>Where are the River Trent and our local river, and what would make a safe and useful fieldwork enquiry?<br>How can we observe, measure and record a river's physical features and surrounding land use?<br>What does our evidence show about the river, and how can we present a clear conclusion?                                                                    | How are the water cycle, drainage basins and river discharge interconnected?<br>How do erosion, transportation and deposition shape a river from its upper to lower course?<br>How can maps, aerial images and secondary data support a rigorous comparison of the River Trent and a local river?<br>Which fieldwork methods will produce accurate, reliable and safe measurements of channel and site characteristics?<br>What patterns and relationships can be identified in the data, and how far does the evidence support our conclusions?             |
| Key Vocabulary                                | river, water cycle, evaporation, condensation, precipitation, collection, source, mouth, channel, riverbank, riverbed, tributary, confluence, upper course, middle course, lower course, meander, erosion, deposition, fieldwork, observation, measure, data, land use                                                                                                                                                                                                                                                                       | As Pathway 1 and in addition: drainage basin, watershed, discharge, gradient, transportation, sediment, floodplain, estuary, velocity, cross-section, OS map, scale, grid reference, hypothesis, variable, reliability, anomaly, analyse, evaluate                                                                                                                                                                                                                                                                                                           |
| Key Knowledge                                 | Describe the continuous water cycle and explain how it supplies rivers.<br>Explain what a river is, how it forms and how water travels from source to mouth.<br>Identify and describe features of the upper, middle and lower course.<br>Locate the River Trent and a local river on maps and identify surrounding physical and human features.<br>Understand that fieldwork involves planning, safe observation, measurement, recording and presentation.<br>Use collected evidence to describe a local river and make a simple comparison. | Explain how the water cycle and drainage basin processes affect river flow.<br>Explain how erosion, transportation and deposition interact to shape river landforms.<br>Relate changes in gradient, channel width, depth and velocity to a river's course.<br>Explain relationships between a river, surrounding land use, settlement and human activity.<br>Understand why fieldwork methods must be safe, systematic, accurate and repeatable.<br>Analyse data, identify patterns and anomalies, and evaluate the strength and limitations of conclusions. |
| Key Skills                                    | Use maps, atlases and digital mapping to locate rivers and identify key features.<br>Use compass directions, symbols and simple scale when planning fieldwork.<br>Create an annotated field sketch and record observations systematically.<br>Collect simple measurements safely and organise results in tables, graphs and maps.<br>Compare findings and communicate a conclusion using geographical vocabulary.                                                                                                                            | Use OS maps, four- and six-figure grid references, scale and digital mapping independently.<br>Design an enquiry with a clear question, appropriate variables and a justified sampling approach.<br>Measure channel characteristics and velocity accurately, repeating measurements where appropriate.<br>Present quantitative and qualitative evidence through graphs, annotated maps, field sketches and digital tools.<br>Analyse relationships, identify anomalies, evaluate reliability and justify evidence-based conclusions.                         |

| KS2<br>2027/2028                              | Autumn<br>Our Local Area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | PlanBee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learning Focus                                | Locating our local area within the United Kingdom<br>Using symbols, keys and compass directions<br>Land use and the influence of human and physical features<br>Local fieldwork: observing and recording features<br>Improving our local area                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Pathway                                       | <b>Pathway 1 - LKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Pathway 2 - UKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment Questions (linked to Lesson Focus) | Where is Brampford Speke within Devon, England, the United Kingdom and Europe?<br>How do symbols, keys and compass directions help us read a map of the local area?<br>What types of land use can we identify, and which human and physical features influence them?<br>What can fieldwork observations and a simple survey tell us about our local area?<br>What improvement could benefit the local community, and why?                                                                                                   | How can maps at different scales be used to describe Brampford Speke's location and connections precisely?<br>What spatial patterns in settlement, services, transport and land use can be identified using OS and digital maps?<br>How and why has the local area changed over time, and what evidence supports this?<br>How can a systematic fieldwork enquiry produce accurate and reliable evidence about a local issue?<br>Which development proposal would best balance community needs, environmental impact and sustainability?                                                                         |
| Key Vocabulary                                | local area, Brampford Speke, Devon, England, United Kingdom, Europe, county, village, settlement, human feature, physical feature, map, atlas, globe, symbol, key, compass, north, south, east, west, route, land use, residential, commercial, agricultural, recreational, transport, fieldwork, survey, data, evidence, community, improvement                                                                                                                                                                            | As Pathway 1 and in addition: region, relative location, eight-point compass, Ordnance Survey map, four-figure grid reference, six-figure grid reference, scale, aerial image, digital mapping, distribution, spatial pattern, land-use change, sampling, quantitative data, qualitative data, reliability, stakeholder, environmental impact, sustainable development                                                                                                                                                                                                                                          |
| Key Knowledge                                 | Locate Brampford Speke within Devon, England, the UK and Europe.<br>Distinguish human and physical features in the local area.<br>Understand how map symbols, keys and compass directions represent location and routes.<br>Identify residential, commercial, agricultural, recreational and transport land use.<br>Explain simply how human and physical features influence land use.<br>Understand that fieldwork provides evidence about places.<br>Suggest and explain a realistic improvement for the local community. | Describe the local area's location and connections at village, county, regional, national and European scales.<br>Explain relationships between relief, the River Exe, settlement, transport, services and land use.<br>Identify spatial patterns and explain how selected features and land uses have changed over time.<br>Understand how sampling choices and measurement methods affect the reliability of fieldwork evidence.<br>Explain how different stakeholders may value and use a place differently.<br>Evaluate development choices by balancing social, economic and environmental considerations. |
| Key Skills                                    | Use maps, atlases, globes and digital maps to locate the local area.<br>Use symbols, a key and four- and eight-point compass directions to describe features and routes.<br>Observe, classify and record human features, physical features and land use.<br>Collect simple fieldwork data using surveys, tally charts, annotated sketches and photographs.<br>Present findings in a map, graph or short geographical explanation.                                                                                           | Select and interpret OS, historical, aerial and digital maps at different scales.<br>Use four- and six-figure grid references, symbols, keys, compass directions and scale accurately.<br>Design a focused enquiry with a justified sampling and recording method.<br>Present and analyse qualitative and quantitative data using maps, graphs and digital tools.<br>Cross-reference evidence, recognise limitations and justify an evidence-based recommendation.                                                                                                                                              |

| KS2<br>2027/2028                              | Spring<br>Our European Neighbours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Bank                                 | PlanBee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Learning Focus                                | Locating Europe and identifying its geographical features<br>Locating countries in Europe<br>Identifying European countries through human features<br>Locating major European capital cities<br>Comparing two European capital cities<br>Île-de-France, France: a European regional study                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pathway                                       | <b>Pathway 1 - LKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Pathway 2 - UKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Assessment Questions (linked to Lesson Focus) | Where is Europe, and which oceans, seas and other features help us describe it?<br>Which countries make up Europe, including the United Kingdom and Russia?<br>How can flags, currencies and other human features help us compare European countries?<br>What is a capital city, and where are some major European capitals?<br>How are two European capital cities similar and different?<br>What are the main human and physical features of a chosen European country?<br>What are the principal human and physical features of Île-de-France, and how does the region compare with Devon/South West England? | How can latitude, longitude, hemispheres, seas and borders be used to describe Europe's extent precisely?<br>What patterns can be identified in the distribution, size and location of European countries and major cities?<br>How do climate, relief, population, language, government, currency and economic activity vary across Europe?<br>How do maps at different scales reveal the sites, situations and connections of European capital cities?<br>How can data and geographical evidence explain similarities and differences between two European cities?<br>How do physical and human processes interact within a region of a chosen European country?<br>How do the site of Paris, the River Seine, population, transport, land use and economic activity interact across Île-de-France? |
| Key Vocabulary                                | Europe, continent, country, border, United Kingdom, Russia, European Union, Northern Hemisphere, Equator, Prime Meridian, Atlantic Ocean, Arctic Ocean, Mediterranean Sea, North Sea, Baltic Sea, Black Sea, capital city, flag, currency, government, landmark, human geography, physical geography, population, climate, relief, settlement; France, Île-de-France, Paris, River Seine, region                                                                                                                                                                                                                 | As Pathway 1 and in addition: latitude, longitude, relative location, region, environmental region, transcontinental, political map, physical map, thematic map, population density, urbanisation, economy, trade link, transport network, land use, site, situation, spatial pattern, primary source, secondary source, reliability; metropolitan region, population density, transport hub, regional economy, connectivity                                                                                                                                                                                                                                                                                                                                                                         |
| Key Knowledge                                 | Locate Europe on a world map and identify the UK within it.<br>Name and locate a range of European countries, including Russia, and selected capital cities.<br>Identify major seas, oceans and broad physical features surrounding and within Europe.<br>Describe selected human features, including flags, currencies, governments and landmarks.<br>Compare the human and physical geography of two European capital cities.<br>Describe the human and physical features of a chosen European country.<br>Locate Île-de-France within France and describe its main human and physical features.               | Describe Europe's location and extent precisely, recognising that some countries span more than one continent.<br>Explain broad regional patterns in climate, relief, population, settlement and economic activity.<br>Explain how physical geography can influence land use, settlement, transport and tourism.<br>Compare two European cities using specific mapped and statistical evidence.<br>Understand that Europe and the European Union are not the same geographical or political grouping.<br>Develop a detailed regional study that explains interactions between human and physical features.<br>Explain relationships between the River Seine, Paris, settlement, transport, land use and economic activity within Île-de-France.                                                      |
| Key Skills                                    | Use maps, atlases, globes and digital mapping to locate Europe, countries and major cities.<br>Use compass directions and relative location to describe where countries and cities are.<br>Read political, physical and simple thematic maps.                                                                                                                                                                                                                                                                                                                                                                    | Select maps at appropriate scales and use latitude, longitude and direction precisely.<br>Interpret political, physical and thematic maps, aerial photographs and simple datasets.<br>Identify spatial patterns and explain possible geographical relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | Use photographs, maps and information texts to compare places.<br>Present findings through an annotated map, comparison table and geographical description.<br>Compare Île-de-France and Devon/South West England using maps, photographs and organised evidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Generate enquiry questions, cross-reference sources and evaluate their reliability.<br>Communicate an evidence-based comparison or regional study using maps, data and extended writing.<br>Use thematic maps and data to produce an evidence-based regional comparison.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| KS2<br>2027/2028                                    | Summer<br>Rainforests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Resource Bank                                       | Twinkl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Learning Focus                                      | Where are the rainforests?<br>The rainforest climate<br>Layers of the rainforest<br>Life in the rainforest<br>The Amazon Basin: a South American regional study and comparison with a UK forest<br>Protecting the rainforests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pathway                                             | Pathway 1 - LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pathway 2 - UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessment<br>Questions (linked<br>to Lesson Focus) | Where are tropical rainforests found, and how are they related to the Equator and the tropics?<br>What is a tropical rainforest climate like, and how is climate different from weather?<br>What are the four layers of a rainforest, and what are conditions like in each layer?<br>How are rainforest plants and animals suited to the layer in which they live?<br>How is the Amazon rainforest similar to and different from Sherwood Forest?<br>What is deforestation, what effects does it have and how can rainforests be protected?<br>Where is the Amazon Basin, and what are its main human as well as physical geographical features?                                                                                      | What global patterns can be identified in rainforest distribution, and how do latitude and climate explain them?<br>How can climate data be interpreted to explain the characteristics of the tropical rainforest biome?<br>How do climate, vegetation, soils, water and living things interact within rainforest layers?<br>How do adaptations demonstrate interdependence within the rainforest ecosystem?<br>How do the Amazon rainforest and a UK forest differ in climate, scale, biodiversity, land use and human activity?<br>What drives deforestation, how are its impacts connected across scales, and how effective are different conservation responses?<br>How do rivers, climate, vegetation, settlements, indigenous communities, transport, resource use and trade interact across the Amazon Basin? |
| Key Vocabulary                                      | rainforest, tropical, biome, vegetation belt, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, climate, weather, temperature, precipitation, humid, emergent layer, canopy, understory, forest floor, habitat, adaptation, Amazon, Sherwood Forest, deforestation, conservation; Amazon Basin, South America, region, settlement, river transport, land use                                                                                                                                                                                                                                                                                                                                  | As Pathway 1 and in addition: latitude, distribution, climate graph, annual range, biodiversity, ecosystem, interdependence, nutrient cycle, natural resource, indigenous community, agriculture, logging, mining, trade link, carbon storage, environmental impact, sustainable development, reforestation, protected area; regional economy, indigenous territory, resource extraction, global trade, accessibility                                                                                                                                                                                                                                                                                                                                                                                                |
| Key Knowledge                                       | Locate major tropical rainforest regions and selected countries using maps and atlases.<br>Explain that tropical rainforests are concentrated near the Equator between the tropics.<br>Describe the hot, wet and humid tropical climate and distinguish climate from daily weather.<br>Name and describe the four layers of a rainforest.<br>Describe how selected plants and animals are adapted to rainforest conditions.<br>Compare the Amazon rainforest with Sherwood Forest.<br>Explain deforestation and identify some causes, effects and ways to protect rainforests.<br>Locate the Amazon Basin within South America and describe selected settlements, rivers, land uses and ways of life alongside its physical features. | Explain rainforest distribution using latitude, atmospheric conditions and year-round climate.<br>Interpret climate data and explain how climate supports the tropical rainforest biome.<br>Explain interdependence between climate, soils, vegetation, animals and people.<br>Compare the Amazon and a UK forest using specific physical and human geographical evidence.<br>Explain how farming, logging, mining, settlement and trade contribute to deforestation.<br>Analyse local and global consequences, including effects on communities, biodiversity, water and carbon storage.<br>Evaluate conservation approaches and recognise that stakeholders may hold different views.                                                                                                                              |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Explain how physical and human processes interact across the Amazon Basin and connect the region to global trade and environmental change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Skills | <p>Use maps, atlases, globes and digital maps to locate rainforests, the Equator and the tropics.</p> <p>Read a simple climate graph and compare tropical rainforest and UK conditions.</p> <p>Interpret photographs and diagrams of rainforest layers and inhabitants.</p> <p>Sort and classify information about plants, animals and environmental impacts.</p> <p>Present a place comparison using maps, images and geographical vocabulary.</p> <p>Compare the Amazon Basin with Devon/South West England using human and physical geographical evidence.</p> | <p>Use latitude, longitude and thematic mapping to analyse rainforest distribution.</p> <p>Interpret and compare climate graphs, satellite images, maps and simple datasets.</p> <p>Cross-reference sources to explain geographical relationships and change over time.</p> <p>Analyse links between consumption, trade and land-use change at local and global scales.</p> <p>Evaluate contrasting viewpoints and justify a conclusion about sustainable rainforest management.</p> <p>Synthesize mapped, photographic and statistical evidence to evaluate similarities, differences and connections between regions.</p> |