

# Geography



Intent,  
Implementation,  
Impact

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Year 1 Autumn 2 Geography: What is the United Kingdom?

**1. What is Geography and its relationship with the UK?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the term relationship and explore the answer to the question. To introduce children to an atlas, a map and a country |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser for their previous.<br>Children will complete a pre-quiz                                       |

**2. Where is the UK on a map?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To locate the United Kingdom on a globe and a map of the world. Discuss which continent the UK is part of. |
| <b>Implementation</b> | Children to identify the UK on a map. Children to identify the continent to which we belong.               |

**3. What are the four countries of the UK and what seas surround it?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children to be able to name the countries and seas that make up the UK              |
| <b>Implementation</b> | Children to locate and label the countries and seas of the United Kingdom on a map. |

**4. What are the capital cities of the UK?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To name the capital cities of the UK            |
| <b>Implementation</b> | Children to locate the capital cities on a map. |

**5. What are some of the characteristics of the countries of the UK?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To find out key characteristics about the countries of the UK.   |
| <b>Implementation</b> | Children to research the countries of the UK to find key facts. What is the national flower, flag and important landmarks of each country  |
| <b>Impact</b>         | Children will be able to demonstrate their UK knowledge by locating the UK on a map. They will be able to name the four countries of the UK and the seas that surround it. They will be able to identify key facts about each country.<br>Children will complete a post-quiz |

Year 1 Spring 2 - Geography - How can we map our school?

**1. What is Geography and its relationship with my school and mapping?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the term relationship and will be able to explore an answer to the question. Children will be familiar with the Knowledge Organiser (KO) |
| <b>Implementation</b> | Children will annotate the KO with previous knowledge<br>Children will complete a pre-quiz  |

**2. How do I know where things are?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map   |
| <b>Implementation</b> | Children will create a 'Messy Map' (a 3D representation of a place/area using junk modelling materials) of the classroom<br>Children will use a simple plan of the classroom to locate objects. They will use compass directions and directional language to plot a route around the classroom. |

**3. What are the key human features of where I live?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To identify key human features of the school grounds and it's vicinity  |
| <b>Implementation</b> | Children to go on a walk around the school grounds to identify features that are human.<br>Use a plan of the school to identify human features. |

**4. What are physical features of where I live?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To identify key physical features of the school grounds and it's vicinity  |
| <b>Implementation</b> | Children to go on a walk around the school grounds to identify features that are physical<br>Children take photos at various points around the school using cameras or tablet devices to support their fieldwork.<br>Use a plan of the school to identify physical features. |

**5. What is an aerial photograph? What features can we see?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To introduce children to an aerial photograph  |
| <b>Implementation</b> | Children will study an aerial photograph of the school and surrounding estate. They will identify and list both physical and human features. |

**6. Can we draw a simple map of our school and locate it's physical and human features?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To draw a simple map and make a simple key  |
| <b>Implementation</b> | Introduce the OS map symbols and what they represent. Using a map of the local area, children will identify symbols and list them.<br>Children will draw an aerial plan of their school and add appropriate symbols and a key.  |
| <b>Impact</b>         | Children will know that their address pinpoints where exactly they live<br>They will know the four basic compass points and will be able to use some directional language.<br>Children will be able to identify and locate human and physical features in the immediate locality on an aerial photograph and from direct observation.<br>Children will be able to draw a simple map or plan and add their own simple key.<br>Children will complete a post-quiz |

## Geography Year 2 - Autumn 1

### Map Study and skills - HOW DO I USE A MAP TO DESCRIBE OUR LOCAL AREA?

#### **1. What is Geography and its relationship with maps and our local area?**

|               |   |
|---------------|---|
| <b>Intent</b> | Children will understand the term relationship and explore an answer to the question. |
|---------------|---|

|                       |  |
|-----------------------|--|
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with prior knowledge.<br>Children will complete a pre-quiz. |
|-----------------------|--|

#### **2. What is shown on a map?**

|               |   |
|---------------|---|
| <b>Intent</b> | Children will know that a map is an aerial view that shows landmarks and landscape using colours, shapes and symbols. Children will be able to recognise landmarks from aerial photos and maps. |
|---------------|---|

|                       |   |
|-----------------------|---|
| <b>Implementation</b> | Aerial photo match of landmarks in Rugeley. Place aerial photos on a blank outline of the school plan to create a map. Use map to check location of landmarks and develop symbols to replace the photographs. |
|-----------------------|---|

#### **3. Which countries make up the UK?**

##### **What are the UK's main cities?**

|               |   |
|---------------|---|
| <b>Intent</b> | Children will know where the UK is and name and locate all of its 4 countries and capital cities. |
|---------------|---|

|                       |  |
|-----------------------|--|
| <b>Implementation</b> | Use globes and a range of maps to identify where the UK is. Name and locate all 4 countries and capital cities of the UK on a map and use the Leitner system to recall facts and knowledge weekly. |
|-----------------------|--|

#### **4. Where in the UK is Rugeley?**

##### **What is the quickest route to the town centre from school?**

|               |  |
|---------------|--|
| <b>Intent</b> | Children will identify Rugeley on a map, recognise landmarks and navigate. |
|---------------|--|

|                       |  |
|-----------------------|--|
| <b>Implementation</b> | Locate and describe Rugeley's location on a map relative to other UK major cities using compass directions. Annotate an OS map of Rugeley with the quickest route from school to the train station. Use an OS map to describe landmarks and human features on their route before creating their own route map. |
|-----------------------|--|

#### **5. What does Rugeley look like from above?**

##### **What humans and physical features can we see?**

|               |  |
|---------------|--|
| <b>Intent</b> | Children will be able to use a map to describe human and physical features of Rugeley. |
|---------------|--|

|                       |   |
|-----------------------|---|
| <b>Implementation</b> | Define and sort human and physical geographical features. Recognise landmarks and geographical features on an OS map of Rugeley from aerial photographs. Describe a locality using what they have learnt from an OS map of Rugeley. |
|-----------------------|---|

#### **6. Could Rugeley be improved? Can I observe and collect data?**

|               |   |
|---------------|---|
| <b>Intent</b> | Children will use fieldwork to study and gather data about Rugeley. |
|---------------|---|

|                       |   |
|-----------------------|---|
| <b>Implementation</b> | Children to develop their own questions to investigate. Fieldwork (taking photographs and surveys) to study Rugeley and the school environment. Evaluate and communicate their findings to answer their original questions. |
|-----------------------|---|

#### **7. Can we draw a map of Birches Valley Visitors Centre and create a key?**

|               |  |
|---------------|--|
| <b>Intent</b> | Study an aerial view, OS map and visitor map of Birches Valley Visitor Centre to identify human and physical features. Locate photographs and aerial views on a plan of Birches Valley, justifying their decisions. Devise a simple map with symbols and a key of Birches Valley visitor centre. |
|---------------|--|

|                |   |
|----------------|---|
| Implementation | Children can devise a map of Birches Valley, representing geographical features, increasingly accurate space and scale. Children will complete a post-quiz.   |
| Impact         | Children will be able recognise, read and draw their own maps, identifying human and physical features and developing an understanding of space and scale. They will have developed locational knowledge about where they live, and where that is in the UK. They will be able to ask questions about their local area and understand how they could investigate issues. They will be able to compare places within their locality and describe them using human and physical features. |

Chase View

## Geography Year 2-Spring 1

### London + Japan Human and Physical - WHAT ARE THE GEOGRAPHICAL FEATURES OF LONDON AND JAPAN?

#### **1. What is Geography and its relationship with London and Japan?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand the term relationship and explore an answer to the question.                      |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with prior knowledge.<br>Children will complete a pre-quiz. |

#### **2. Where is the UK in relation to Japan? (Locate and name continents and oceans)**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to look at a world map and identify the UK and Japan.<br>They will be able to name and locate the world's continents and oceans. |
| <b>Implementation</b> | Identify and label the 5 oceans and 7 continents of the world.<br>Use the Leitner system/quiz to recall facts and knowledge weekly.                    |

#### **3. What are the human and physical features of London?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to name some of London's landmarks and identify both human and physical features of London.   |
| <b>Implementation</b> | Use travelling Ted to explore London.<br>Use 'virtual tour' facility to look at London and its landmarks.<br>Identify human and physical features of London.<br>Complete an 'I spy' activity for human and physical features. |

#### **4. What are the human and physical features of Japan?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to name some of Japan's landmarks and identify both human and physical features of Japan. |
| <b>Implementation</b> | Children to produce a 'Snapshot of Japan' information sheet.  |

#### **5. How does living in the countryside compare to life in a city in Japan?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To identify the differences between countryside and city living.                     |
| <b>Implementation</b> | Use pictures of Rugeley/Cannock Chase and pictures of Tokyo to compare and contrast. |

#### **6. How do London and Japan (Tokyo) compare?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will explain the geographical similarities and differences between London and Japan.  |
| <b>Implementation</b> | Venn diagram to compare London and Tokyo. Children will complete a post-quiz.  |
| <b>Impact</b>         | Children will know the names and location of the 5 oceans and 7 continents. They will be able to recognise and identifying human and physical features and continue to develop their understanding of space and scale. They will know some features of a capital city, some specific to London. They will have developed locational knowledge about where they live and contrast that to living in a city. They will know some geographical similarities and differences between London and Japan. |



## Geography Year 2 - Summer 1

### Geography - Hot and cold countries - WHY ARE SOME COUNTRIES HOT AND SOME COLD?

#### **1. What is Geography and its relationship with hot and cold countries?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand the term relationship and explore the answer to the question.   |
| <b>Implementation</b> | Use the Knowledge Organiser and annotate what they know and understand from previous activities.<br>Children will complete a pre-quiz. |

#### **2. Where is the equator, north pole and south pole?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to look at a world map and identify the equator, north pole and south pole. |
| <b>Implementation</b> | Locate the north pole, south pole and equator on a variety of maps and globes.                    |

#### **3. What do we notice about the countries that are close to the equator?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Identify differences in climate depending on proximity to the equator.  |
| <b>Implementation</b> | Research and compare climates of: Greenland, UK, The Alps, New York, Spain, Egypt, Jamaica, India, Australia, Brazil, Iceland. Record as a temperature chart. |

#### **4. How do the weather patterns at the poles compare to those countries near the equator?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to identify differences in the weather patterns of the poles and those countries near the equator. |
| <b>Implementation</b> | Sort weather scenes into those typically seen at the poles and those typically seen in countries near to the equator.    |

#### **5. What is the weather like where we live?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To know that the UK has seasons and what those seasons look like. |
| <b>Implementation</b> | The four season's wheel.  |

#### **6. Where would we prefer to live and why?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To be able to describe likes and dislikes about a given place.  |
| <b>Implementation</b> | Children to determine their personal views of positives and negatives to enable their final choice to be made. Children will complete a post-quiz.  |
| <b>Impact</b>         | Children will be able to identify the equator, north pole and south pole. They will know key features of countries near to the equator. They will know seasonal weather patterns in the UK and those of the poles and countries near the equator. |



## Y3/4 Geography Plan A

### - How do I use an atlas to describe our country?

| <b>1 What is Geography and its relationship with the UK?</b> |   |
|--|---|
| <b>Intent</b>  | Children will understand term relationship and explore the answer to the question.  |
| <b>Implementation</b>  | Children will annotate the Knowledge Organiser with previous knowledge<br>Children will complete a pre-quiz   |
| <b>2 What is a county and how do I locate it on a map?</b>   |   |
| <b>Intent</b>  | Children will explore the difference between a Village, Town, City, Capital Cities and a County   |
| <b>Implementation</b>  | Use atlases, maps and Google Earth to identify Staffordshire. Identify towns in Staffordshire on a map. Write a description of what a county is. Identify other counties in Great Britain.                            |
| <b>3 What is a city and how do I locate it on a map?</b>     |   |
| <b>Intent</b>  | Children will know what a city is   |
| <b>Implementation</b>  | Atlas and map work. Identify the nearest city to Rugeley. Map symbols and map recorded in book. Identify key cities in Great Britain.   |
| <b>4 What are the main physical features of the UK?</b>      |   |
| <b>Intent</b>  | Children will know the difference between physical and human features   |
| <b>Implementation</b>  | Children sort physical and human features of UK. Identify on a map, using symbols, where they are. Learn and record key facts e.g. the tallest mountain, the longest river.   |
| <b>5 What are the main human features of the UK?</b>         |   |
| <b>Intent</b>  | Children will know the difference between physical and human features   |
| <b>Implementation</b>  | Identify the locations of key human features of the UK. Identify them on a map and know some have symbols. Learn and record key facts e.g. longest bridge, largest cathedral.   |
| <b>Impact</b>  | Children will know the difference between a town, city and county. They will know how to locate them on a map. They will be able to name human and physical features of the UK.<br>Children will complete a post-quiz |

**Year 3/4 Plan A - A geographical study: Why Are Rivers Important?**

**1. What is geography and its relationship with rivers?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the term relationship and explore an answer to this.   |
| <b>Implementation</b> | Children will complete the pre-quiz, annotate the knowledge organiser with any prior facts they may have and engage in a discuss recalling the key elements of geography. |

**2. Where are the major rivers in the United Kingdom?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to name and locate the main rivers of the United Kingdom.                                   |
| <b>Implementation</b> | Children will use an atlas to name and locate the main rivers of the United Kingdom and the seas they empty into. |

**3. How do I locate the rivers of the United Kingdom using grid references?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to use four-figure grid references to describe the location of UK rivers.  |
| <b>Implementation</b> | Children will use previous knowledge of the major rivers in the UK to be able to locate them and construct sentences to describe these locations, using four-figure grid references. |

**4. Where are the major rivers in the world?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to name and locate the main rivers of the United Kingdom.   |
| <b>Implementation</b> | Children will use an atlas to name and locate the main rivers of the world and investigate the countries that they run through. |

**5. What are the main features of a river?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to name the main features of a river and understand their function.  |
| <b>Implementation</b> | Children will label a diagram of a river, using key vocabulary. They will then write a short description for each of these features. |

**6. Why do civilisations develop around rivers?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand that many major cities of the world have developed around a river.  |
| <b>Implementation</b> | Children will use an atlas to identify where rivers flow through major cities both in the UK and around the world. They will investigate why this is and what the river offers these people. |

**1. How do I use the eight points of a compass?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children be able to recall the eight points of a compass and use them to describe the locations of rivers on a simple map. |
| <b>Implementation</b> | Children will construct sentences describing locations of a river on a map using eight point compass directions.           |

**2. How can fieldwork help me observe, measure and record the features of a river?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will conduct fieldwork identifying the major features of a river.  |
| <b>Implementation</b> | Children will sketch or photograph the main features of a local river.  |
| <b>Impact</b>         | Children will know and understand key vocabulary referring to rivers and be able to explain the stages of a rivers journey. Children will be able to name major rivers from the United Kingdom and around the world, and relate them to the country/continent they flow through. Children will begin to understand the relationship of many civilisations with rivers and why the two are so connected. |

A physical geography study: 4

Why is the Earth violent?

**1. What is the Earth made of?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand there are four layers of the Earth and be able to name them   |
| <b>Implementation</b> | -Create a four layered model of the Earth from air-dry clay<br>-Colour and label a cut-out section globe to show the layers inside the Earth |

**2. What are tectonic plates?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to recall the names and locations of the continents and compare them to tectonic plates<br>Children will understand how the movement of Tectonic plates forms mountains, volcanoes and earthquakes |
| <b>Implementation</b> | Assemble a jigsaw of the Earth's tectonic plates   |

**3. Why do earthquakes happen?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will explain what causes earthquakes  |
| <b>Implementation</b> | Write a paragraph on the movement of tectonic plates and how this causes earthquakes |

**4. Where do earthquakes happen?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will evaluate the overlap between earthquake sites and tectonic plate boundaries           |
| <b>Implementation</b> | -Locate sites of major earthquakes on a map<br>-Compare this map to the map showing tectonic plates |

**5. Where do volcanoes occur?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will evaluate the overlap between volcano sites and tectonic plate boundaries                     |
| <b>Implementation</b> | -Locate sites of major volcanic eruptions on a map<br>-Compare this map to the map showing tectonic plates |

**6. How are volcanoes created?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will explain what causes volcanoes and develop an understanding of the different volcano statuses - active, dormant, extinct |
| <b>Implementation</b> | -Write a paragraph on the movement of tectonic plates and how this causes volcanoes<br>-Label a volcano diagram                       |

|               |   |
|---------------|---|
| <b>Impact</b> | <b><u>Why is the Earth violent?</u></b><br>Success criteria:<br>to describe and demonstrate their knowledge of the Earth and its layers.<br>Describe how layers interact with the tectonic plates of the Earth's crust<br>understand how this creates volcanoes, earthquakes and mountains.<br>Some children will be able to go further and demonstrate:<br>understanding of volcanoes and earthquakes, developing vocabulary referring to both.<br>to answer how and why the Earth is violent. |
|---------------|---|

Year 3/4 Plan B A geographical study:  
What are the geographical features of Italy?

**1. What is Geography and its relationship with Italy?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand the term relationship explore an answer to this question                              |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with their prior knowledge<br>Children will complete a pre-quiz |

**2. Where is the continent Europe?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will recap locating the continent of Europe on a globe and map.  |
| <b>Implementation</b> | -Introduce the use of globes to locate the continent of Europe<br>-Colour and label the continent of Europe on a global map |

**3. Where is the country Italy?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to locate the country of Italy on a global map and map of Europe |
| <b>Implementation</b> | -Colour and label Italy on a global map<br>-Colour and label Italy on a map of Europe  |

**4. What physical features of Italy can we identify?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will recap what a physical feature is and identify some of them in Italy |
| <b>Implementation</b> | -Identify the major mountains, rivers, islands and seas of Italy                  |

**5. What human features of Italy can we identify?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will recap what a human feature is and identify some of them in Italy |
| <b>Implementation</b> | -Identify the capital, major cities, landmarks and culture of Italy            |

**6. What physical features of Rome can we identify?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will explain what a physical feature is and identify some of them in Rome |
| <b>Implementation</b> | -Identify the major mountains, rivers and other physical features of Rome          |

**7. What human features of Rome can we identify?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will explain what a human feature is and identify some of them in Rome    |
| <b>Implementation</b> | -Identify the major landmarks, transport networks and other human features of Rome |

|               |  |
|---------------|--|
| <b>Impact</b> | To locate the continent of Europe, the country of Italy and the city of Rome on a range of different maps<br>To describe how different maps can show similar and contrasting features.<br>Gain further understand of physical and human features.<br>Develop vocabulary referring to the geographical features of Italy.<br>Children will complete a post-quiz |
|---------------|--|

Y3/4 Plan B - A physical geography study:

What is a mountain?

**1. What is Geography and its relationship with mountains?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand the term relationship and explore the answer to this question.                        |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with their prior knowledge<br>Children will complete a pre-quiz |

**2. How are mountains formed?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand how mountains are formed and that some of the world's largest mountains are under the oceans.                               |
| <b>Implementation</b> | Write a paragraph about how mountains are formed using pictures to help prompt writing. Write a description for each of the main types of mountains. |

**3. What are the parts of a mountain called?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will know the main parts of a mountain and understand that although not all mountains are the same, they have the same set of features. |
| <b>Implementation</b> | Children will label the main parts of a mountain and match descriptions to the main parts labelled.  |

**4. Where are the United Kingdom's highest peaks?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will know names of United Kingdom's highest peaks and the mountain ranges within which they sit. Children will be able to locate these on a map.  |
| <b>Implementation</b> | Re-cap the countries of the United Kingdom. Locate, name and colour the mountain ranges of the United Kingdom, using an atlas. Add the three highest peaks of the United Kingdom onto these ranges and compare which UK countries they sit in. |

**5. Where are the world's highest peaks?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will be able to name and locate some of the highest peaks in the world.  |
| <b>Implementation</b> | Recap the continents of the world. Locate the sites of the world's highest seven summits and other significant mountains using an atlas. Add these mountains of the world onto the mountain ranges and compare which countries and continents they sit in.  |
| <b>Impact</b>         | Children will be able to describe and demonstrate their knowledge of mountains and how they are formed. Children will gain a further understanding of the main features of a mountain, developing vocabulary to describe what they know. Children will be able to name and map the main peaks and ranges of the United Kingdom and the world. Children will be able to answer: 'What is a mountain?'.<br>Children will complete a post-quiz |

## Years 5/6 Plan A - What information can we find from different maps?

### **1. What is Geography and its physical and human impact?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the importance of maps and explore an answer to the question .                   |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with prior knowledge<br>Children will complete a pre-quiz. |

### **2. What types of maps are there and why are they used?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To understand what the main types of maps are - political, physical/topography, climate, road and ordinance survey - and which one is best to use to find different information. |
| <b>Implementation</b> | Looking through information on the different types of maps and their uses and then labelling examples with the main features and uses.   |

### **3. How do we locate key features on a map?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To understand the 8 points on a compass, how to use/follow co-ordinates and what information can found using the key.                               |
| <b>Implementation</b> | Children to use a simple OS map to follow directions using co-ordinates, the key and compass directions to find certain places, routes or features. |
|                       | Children to look at a range of different types of maps and answer key questions using the information given: political, climate and topography.     |

### **4. What are biomes?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To be able to name and identify key features of the world's main biomes.   |
| <b>Implementation</b> | Match typical pictures of the varying biomes to their correct label and write/match a short description of what each biome is typically like, plus any key features. |

### **5. How do climates differ around the world?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To understand why climates are different around the world depending on their locality.<br>To understand how the climate of the UK has changed over time. |
| <b>Implementation</b> | Children to label key information for different climates zones and discuss what causes the different climate zones.                                      |
|                       | Timeline of different climates of the UK over time and to explain why fossil fuels are impacting upon the 'climate cycle'.                               |

### **6. How do we measure time around the world?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | To understand that time is measured from the Greenwich Mean Line, London (using GMT) and depending on their location, how time changes around the world.   |
| <b>Implementation</b> | Children to use a map of the world with time zones marked and find countries/time zones given and work out their time zone or country within that time zone.   |
| <b>Impact</b>         | <b>To be able to use an OS map to find information using 4 and 6 figure co-ordinates, a key and symbols.</b><br><b>To understand how different types of maps convey different information and to be able to read this data.</b><br><b>To be able to name and recall key features of the different biomes of the world.</b><br><b>To understand what climates are and how different climates are spread out over the world.</b> |



## Year 5/6 Plan A - Is deforestation a problem?

### **1. What is Geography and its physical and human impact?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the impact of human actions and explore an answer to the question .              |
| <b>Implementation</b> | Children will annotate the Knowledge Organiser with prior knowledge<br>Children will complete a pre-quiz. |

### **2. What is deforestation?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children to understand and be able to explain what deforestation looks like around the world and the long-term implications that it has on the forest - purposeful clearing of the land for other use. |
| <b>Implementation</b> | Before and after pictures of various affected forests around the globe to show what they look like from the air/ground.  |

### **3. What are the causes of deforestation?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To describe the different reasons for deforestation happening, from the legal to the illegal ones: agriculture, animal grazing, mining, urbanization, wildfires, wood for fuel, manufacturing and construction - human geography. |
| <b>Implementation</b> | Label pictures of the different types of deforestation and explain how humans are changing the geography of the world's forests.  |

### **4. What is the impact of deforestation?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Climate change (CO <sub>2</sub> released), loss of food, habitat and shelter for animals, desertification, soil erosion, fewer crops, flooding, loss of habitats for native people. |
| <b>Implementation</b> | Use the different outcomes as sub-headings to explain how deforestation is causing these problems.  |

### **5. Which country is most affected by deforestation in South America?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To understand that the Amazon rainforest is suffering from deforestation and that it covers multiple countries within South America: Brazil, Peru & Bolivia account for 70%.                            |
| <b>Implementation</b> | Using some pictures and maps of the above countries, and an overview of the Amazon as a whole, explain what is happening to cause deforestation in each country and the scale on which it is happening. |

### **6. What is being done to combat deforestation?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | To explain that there are many different ways to combat deforestation but some of which us as individuals cannot help with: fight against illegal logging/mining, governments to stop endorsing planned fires to clear the land for development (which often get out of control). But there are other things that we can do to help: reducing our need/usage of paper, recycle, buying sustainably sourced wood, buying/using recycled materials, boycott palm oil (orangutan advert), plant trees etc. |
| <b>Implementation</b> | Create a 2 columned poster about the different ways that the world can help combat deforestation - companies & Governments on one side and us as individuals on the other side.   |



## Years 5/6 Plan A - Where are natural resources found in the world?

### 1. What is Geography and where are resources found?

|                |   |
|----------------|---|
| Intent         | Children will understand global physical resources and explore an answer to the question .                |
| Implementation | Children will annotate the Knowledge Organiser with prior knowledge<br>Children will complete a pre-quiz. |

### 2. What are natural resources?

|                |  |
|----------------|--|
| Intent         | Children will understand what a natural resource is and where they can be found?                   |
| Implementation | Children will label a world map highlighting key countries and the natural resources they produce. |

### 3. How do natural resources produce energy?

|                |   |
|----------------|---|
| Intent         | Children will be able to explain how natural resources are used to produce energy.            |
| Implementation | A flow diagram including diagrams and pictures to show what energy natural resources produce. |

### 4. What are renewable and non-renewable resources?

|                |   |
|----------------|---|
| Intent         | Children will identify clean and renewable energy sources.                        |
| Implementation | A table identifying the advantages and disadvantages of renewable energy sources. |

### 5. Why do we import natural resources?

|                |  |
|----------------|--|
| Intent         | Children will identify where different natural resources are found around the world and give reasons why they are imported into Britain.   |
| Implementation | Produce an information page about different natural resources that are imported into Britain and explain why.  |
| Impact         | To be able to identify a range of natural resources<br>To explain how these resources are used<br>To explain which natural resources are able to make renewable energy and explain how.<br>Look at natural resources found in Britain and those imported from the wider world giving reasons for this. |

## **Why is everything made in China?**

### **Aut ii Plan B**

#### **1. What is human geography?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will have a clear understanding what geography is and the concepts learnt in this subject.                           |
| <b>Implementation</b> | Children will complete a pre-quiz and discuss and mark answers.<br>Read through and discuss the KO and add information to it. |

#### **2. What is China like?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to locate China on a map and describe key aspects about the country.   |
| <b>Implementation</b> | Discuss what the children know about China and write down the information to compare to at the end of the unit. Using atlases, in pairs children will locate China and research information about the country based on key questions e.g., which countries border China? What is a mega city? What is the topography of China? |

#### **3. How have humans affected the physical geography of China?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will have a clearer understanding of the impact of humans on the world and the damage they are causing and what they are doing to protect it.  |
| <b>Implementation</b> | Watch news clips regarding the pollution in China and discuss the impact it has on the country and people who live there. Record the impact humans have had and what ways they are trying to rectify the problems they have caused. |

#### **4. What is economic growth?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand what an economy is, how China's economy has grown and the impact it has had on the country.  |
| <b>Implementation</b> | Explore and discuss several pictures which show how China's economy has grown. Discuss imports and exports to China and how this has supported the economy. Children to compare the positive and negative aspects of economic growth. |

#### **5. How did China develop so rapidly?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand how China was able to develop so quickly and the processes involved.  |
| <b>Implementation</b> | Show the class a range of sources which support the rapid development in China and discuss the sources. Children to write their conclusion as to how China developed so rapidly. |

#### **6. Why is everything made in China?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will answer the key question to the unit.   |
| <b>Implementation</b> | Complete a post quiz and compare the answers from the second lesson and discuss. Children to write an answer to the key, overarching question.   |
| <b>Impact</b>         | <b>Children will be able to locate China on a map and describe the physical geography of the country, also giving facts about the country too. Children will be able to explain the affects humans have had and how their growing economy has impacted – both positively and negatively– upon the country. Children will also explore how China developed so rapidly and the products made in China.</b> |

Year 5/6 Geography - Africa and Economic Trade

**What is Fair Trade?**

**1. Why is fair trade important?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the importance of the fair trade foundation, what they are campaigning for and the fair trade premium. |
| <b>Implementation</b> | Children will collate a set of class questions they would like to find out about fair trade and then answer them.               |

**2. What is the impact of fair trade work?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will understand how Fairtrade supports communities in poorer countries.   |
| <b>Implementation</b> | Children will write an account of a Fairtrade farmer explaining how Fairtrade supports his family and the local community. |

**3. How does the fair trade foundation work?**

|                       |   |
|-----------------------|---|
| <b>Intent</b>         | Children will understand the processes involved from growing fair trade products to selling them. |
| <b>Implementation</b> | Children to create a flow diagram from growing - picking - packing - transporting - payment.      |

**4. Which countries support Fair Trade?**

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | Children will be able to identify where fair trade products around the world come from.  |
| <b>Implementation</b> | Children will locate countries supporting Fairtrade on a world map and identify their produce. Children will also locate products grown in Britain on a map of Britain.  |
| <b>Impact</b>         | Children will understand what Fairtrade is and how it impacts people living in poverty around the world.<br>Children will be able to identify countries that support Fairtrade and the products sold with a Fairtrade label. |

**What skills do I need for orienteering is under construction**

