



THE
WESTCLIFFE
FEDERATION

KINNERLEY CE PRIMARY SCHOOL



GEOGRAPHY SCHEME OF WORK

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

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

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

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Lesson 1	To explore what farms are and why they are important.	Children will find out what a farm actually is before looking at some of the different types of farms, namely arable, livestock and dairy. They will explore what happens on each type of farm and consider why farms are so important.	<ul style="list-style-type: none"> Do children know what a farm is? Do children understand that different types of farms are used for different purposes? Can children explain why farms are important? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Description Cards (FSD? activity only)
Lesson 2	To explore the features of a farm.	Children will identify why farms are found in rural as opposed to urban areas. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office, and think about how the land around the farm is used for pasture and crops. Children will use appropriate vocabulary to discuss each feature, identifying what each is used for.	<ul style="list-style-type: none"> Do children know that farms are in rural as opposed to urban areas? Can children identify some of the features of farms? Can children match the features of a farm to their functions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Poster Template (FSD? activity only)
Lesson 3	To be able to use a map and symbols to navigate around a farm.	Children will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. They can also construct their own farm map.	<ul style="list-style-type: none"> Do children know the four compass points? Can children use compass points and appropriate locational language to navigate around a map? Can children use symbols in a map? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Direction Cards Tractor Pieces Compass Farm Map A/B Challenge Card (FSD? activity only)
Lesson 4	To explore how the seasons affect life on a farm.	Children will identify the four seasons of the year and identify their features. They will explore and describe what typically happens on a farm during each of the four seasons in terms of animal and crop care.	<ul style="list-style-type: none"> Do children know what the four seasons of the year are? Can children describe what happens on a farm during each of the seasons? Can children identify differences in weather patterns throughout the year? 	<ul style="list-style-type: none"> Slides Season Wheel A/B/C Season Wheel Cover Split pins
Lesson 5	To explore the differences between life on a farm and life in a town.	Children will identify the difference between urban and rural areas. They will use what they have found out to describe what a farm is like to a city dweller before thinking about ways in which towns and farms are different to each other in terms of both their human and physical features.	<ul style="list-style-type: none"> Can children describe differences between urban and rural areas? Can children identify geographical features typical to towns and farms? Can children identify ways in which towns and farms are different? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Sentence Cards Word Cards (FSD? activity only) Art materials (FSD? activity only) End of Unit Quiz

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate London on a map and describe its location.	Children will start by looking at some clues to identify the location they will be studying, before learning to locate London on a world map and a map of the UK. They will identify London as the capital city of England and the UK, as well as identifying the other countries and capitals of the other three countries in the UK. They will also start to identify some features of London.	<ul style="list-style-type: none"> Do children know that London is the capital city of England and the UK? Do children know that London is in Europe? Can children identify where London is on a world map? 	<ul style="list-style-type: none"> Slides Clue Cards (teaching input) Fact Cards 1A/1B Worksheet 1A World Map UK Map Picture Cards London Board Game (FSD? activity only) Game Cards (FSD? activity only) Dice and counters (FSD? activity only)
Lesson 2	To be able to identify and describe landmarks of London.	Children will get a peek at part of a London landmark to see if they can identify what it is, before finding out some more information about some of London's most famous sights. They will learn some facts and history relating to these landmarks, and describe what they think of them.	<ul style="list-style-type: none"> Can children identify some different London landmarks? Can children describe some London landmarks? Can children find landmarks within an aerial photo of London? 	<ul style="list-style-type: none"> Slides London Landmark Cards Worksheet 2A/2B/2C Riddle Cards 2A/2B Picture Cards 2A/2B London Skyline sheet (plenary)
Lesson 3	To be able to use compass points and directional language to navigate between London landmarks.	Children will recap some of London's most famous landmarks and identify them on a map. They will then learn how to use directional language to navigate between landmarks on a map, including using compass directions.	<ul style="list-style-type: none"> Can children use a map to identify and locate various landmarks? Can children use compass points and positional language to navigate between points on a map? Can children use a key to identify landmarks on a map? 	<ul style="list-style-type: none"> Slides London Map 3A/3B/3C Direction Cards Worksheet 3A/3B/3C/3D/3E Counters (optional) Challenge Cards 3A/3B/3C/3D/3E/3F (FSD? activity only)
Lesson 4	To be able to identify and describe a variety of geographical features in London.	Children will start by using geographical clues to see if they think a photo shows London or not. They will then find out about some of London's key physical features, including hills, rivers, lakes, forests and parks.	<ul style="list-style-type: none"> Can children identify a variety of geographical features? Can children use their knowledge of the features of London to identify if a photo is of London or not? Can children use and understand appropriate vocabulary to describe the geographical features of London? 	<ul style="list-style-type: none"> Slides Yes and No Cards (teaching input) Question Cards Picture Cards Word Mat Feature Photos (FSD? activity only) Features Question Sheet (FSD? activity only)
Lesson 5	To explore seasonal weather patterns in London.	Children will start by using appropriate vocabulary to describe the weather, before finding out about the four seasons and the differences between them. Children will then consider what London is like in each season and how weather patterns affect human activity.	<ul style="list-style-type: none"> Can children name the four seasons? Can children describe the four seasons? Can children suggest activities and events that might take place in London in each of the four seasons? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Picture Cards London Seasons sheet (FSD? activity only) Seasons Cards (plenary)
Lesson 6	To be able to plan a trip to London.	Children will consolidate their understanding of these lessons by planning an imaginary trip to London. They will consider how they will get there, what they will need to wear for the season, what they will see and many other things. They will then describe their imaginary visit in a variety of ways.	<ul style="list-style-type: none"> Can children plan visits to key landmarks and features in London? Can children use knowledge of the seasons to plan clothing and activities suitable for the season? Can children describe what they think and feel about London? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D/6E/6F Sightseeing Word Bank Interview Sheet (FSD? activity only) Cameras - optional (FSD? activity only) End of Unit Quiz

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To locate Africa on a world map and identify the country of Kenya.	Children will identify the seven continents and five oceans of the world on a world map. They will also identify the location of the UK and Kenya. They will be introduced to the idea of a safari and think about what they might see on a Kenyan safari.	<ul style="list-style-type: none"> Can children identify the seven continents and five oceans of the world? Can children identify the continent of Africa on a world map? Can children identify the country of Kenya on a world map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Route to Kenya Map (FSD? activity only)
Lesson 2	To explore the climate and weather of Kenya.	Children will recap the continents and oceans before looking at how different places around the world have different climates based on the location of the poles and the equator. They will learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.	<ul style="list-style-type: none"> Do children know that countries near the equator are hotter than those nearer the North and South Poles? Can children describe what the climate in Kenya is like? Can children describe some of the differences between the climate in Kenya and the UK? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Picture Cards Sentence Cards A/B (FSD? activity only) Information Sheet (FSD? activity only)
Lesson 3	To explore the animals of Kenya.	Children will identify a variety of animals that live in Kenya. They will identify their features and find out facts about them, including where some of the geographical features the animals need, such as bodies of water or trees for shade.	<ul style="list-style-type: none"> Can children identify some animals that live in Kenya? Can children use directional language to describe where things are on a map? Can children use the four compass points to describe where things are on a map? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Safari Map Riddle Cards (FSD? activity only) Picture Cards (FSD? activity only) Word Cards (FSD? activity only)
Lesson 4	To be able to use compass points to navigate around a map.	Children will identify the four points of a compass and find out how we can use them to navigate around a map. They will describe how a variety of use grids on a map to travel a given number of places in different directions.	<ul style="list-style-type: none"> Do children know what the four points of a compass are? Can children describe how to get from one place to another using compass points? Can children locate features on a map using compass points? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Safari Map Safari Jeeps Clue Sheet (FSD? activity only) Animal Cards (FSD? activity only) Compass - Plenary
Lesson 5	To explore the landscapes of Kenya.	Children will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya.	<ul style="list-style-type: none"> Can children use appropriate vocabulary to describe the physical geography of Kenya? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities? Can children use adjectives to describe various features? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Picture Cards (FSD? activity only) Word Cards (FSD? activity only)
Lesson 6	To find out about the people and culture of Kenya.	Children will find out that there are many different groups of people who live in Kenya. They will compare people who live in large cities with those who live in more rural areas. They will also find out about the Maasai tribe and start to consider the differences between Maasai life and life in the UK.	<ul style="list-style-type: none"> Do children know that there are different lifestyles and cultures within Kenya? Can children describe the lifestyle and culture of some Kenyan people? Can children identify similarities and differences between life in the Maasai tribe and life in the UK? 	<ul style="list-style-type: none"> Slides Fact Cards Worksheet 6A/6B/6C Help Sheet (FSD? activity only) Paper plates (FSD? activity only)
Lesson 7	To identify similarities and differences between Kenya and the UK.	Children will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from the UK. They will compare areas such as landscapes, towns, villages, food, clothing and lifestyles.	<ul style="list-style-type: none"> Can children identify differences between Kenya and the UK? Can children identify similarities between Kenya and the UK? Can children identify ways in which their life is similar to and different from the life of a Kenyan child? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D/7E Information Sheet Sequence Cards Challenge Sheets (FSD? activity only) End of Unit Quiz

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out where the UK, the equator and the poles are on a world map.	Children will identify the seven continents and five oceans of the world on a world map. They will locate the UK on a world map and find out about the equator and the poles. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.	<ul style="list-style-type: none"> Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children say where they would find hot countries and cold countries on a map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Domino Cards (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 2	To compare the land features and climate of the UK and Ecuador.	Children will use a world map to identify the location of the UK and Ecuador. They will use photos to help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.	<ul style="list-style-type: none"> Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children name a variety of land features? 	<ul style="list-style-type: none"> Slides Worksheet 2A Picture Cards A/B/C/D/E/F/G/H Word Bank A/B Fact Cards (FSD? activity only)
Lesson 3	To compare the capital cities of the UK and Ecuador.	Children will identify Quito as the capital of Ecuador and London as the capital of the UK. They will explore ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.	<ul style="list-style-type: none"> Can the children locate the UK and Ecuador on a world map? Can the children say how Quito and London are similar? Can the children say how Quito and London are different? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Fact Sheet Fact Cards (FSD? activity only)
Lesson 4	To find out where different animals live in the world.	Children will recap where the equator and poles are on a globe and world map. They will explore a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate.	<ul style="list-style-type: none"> Can the children locate the UK, poles and equator on a world map? Can the children say which animals they would expect to find in a hot climate? Can the children say which animals they would expect to find in a cold climate? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Picture Cards Fact Sheet (FSD? activity only)
Lesson 5	To identify physical and human features in aerial photos.	Children will identify a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks.	<ul style="list-style-type: none"> Can the children name and recognise some geographical physical features in the aerial photos? Can the children name and recognise some geographical human features in the aerial photos? Can the children recognise landmarks in aerial photos? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Word Bank A/B Aerial Photo (FSD? activity only)
Lesson 6	To create a map with a key.	Children will recap the features of maps and identify the importance of using a key. They are then challenged to create a map of their own to show their journey to school or to show a given journey.	<ul style="list-style-type: none"> Can the children draw their own maps? Can the children use a map key? Can the children navigate around a map? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Route Sheet (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that the food we eat comes from many different places around the world.	Children will locate the UK as being in the Northern Hemisphere. They will think about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. They will find out about the origins of some breakfast foods, as well as how they are traded and transported around the world.	<ul style="list-style-type: none"> Do children know that the United Kingdom is in the Northern Hemisphere? Do children understand that our food comes from different places around the world? Can children explain some of the ways in which food is processed and transported around the world? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Atlases, books, internet etc. (FSD? activity only) Breakfast Foods (FSD? activity only)
Lesson 2	To know how land in temperate climate zones is used to produce food.	Children will find out about some of the different climate zones around the world. They will look particularly at temperate climate zones. They will look at farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.	<ul style="list-style-type: none"> Can children describe some of the conditions in temperate climate zones? Do children know some of the foods that are produced in temperate climate zones? Can children explain how these foods are transported long distances? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Travelling Through Time Zones Food Cards & Ingredient Cards (FSD? activity only)
Lesson 3	To know how land in tropical climate zones is used to produce food.	Children will locate the tropics as being between the Tropics of Cancer and Capricorn. They will find out about tropical climates and discover that bananas grow well in this climate. They will find out how bananas are grown before being exported to the UK. They will also find out about fair trade.	<ul style="list-style-type: none"> Do children know where the tropics are? Can children describe the conditions of tropical climate zones? Can children explain how buying fair trade produce benefits food growers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Fair Trade (FSD? activity only)
Lesson 4	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	Children will identify Indonesia as being in a tropical climate and will start to understand the term 'biome'. They will look at the process of rice production in Indonesia and how farmers change land use. They will consider the consequences of this and start to understand deforestation as a result.	<ul style="list-style-type: none"> Do children know what a biome is? Can children explain how land is changed to enable more food to be produced? Do children understand some of the consequences of changing the way land is used? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Deforestation Statements Books, CD ROMs, newspaper articles, internet etc. Deforestation Questions (FSD? activity only)
Lesson 5	To explore how food is produced in mediterranean climate zones.	Children will locate areas in the world that have a mediterranean climate zone and identify the features of this biome. They will find out about Italy and the produce that can be grown and reared there thanks to the climate.	<ul style="list-style-type: none"> Do children know where in the world mediterranean climate zones are found? Can children describe the conditions in mediterranean climate zones? Can children describe some ways in which land is used for farming in mediterranean climate zones? 	<ul style="list-style-type: none"> Slides Crops and Livestock The Farmer's Fields Food tasting (FSD? only) A variety of Italian foods (FSD? only)
Lesson 6	To explain how land is used to produce food in the United Kingdom.	Children will recap what lines of longitude and latitude are and locate the UK on a map. They will go on to find out about the crops that are grown and livestock that are raised in the UK for food.	<ul style="list-style-type: none"> Do children know what longitude and latitude lines are? Can children describe the climate in the United Kingdom and other temperate climate zones? Can children explain some ways in which land is used by farmers to produce food in the United Kingdom? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C Food Diary (optional) Farmer Interview (FSD? activity only)
Lesson 7	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.	Children will recap everything they have learnt about food production and distribution around the world. They will recap climate zones and their locations, and describe what different foods can be produced in each biome. They will find out what an infographic is and consider how they present the information they have learnt.	<ul style="list-style-type: none"> Can children use hemisphere, longitude and latitude to describe locations? Can children describe some differences between climate zones? Do children know that some food sold in the United Kingdom comes from other parts of the world? 	<ul style="list-style-type: none"> Slides Worksheets 7A/7B/7C Books, CD ROMs, internet etc. World Map (FSD? activity only) Challenge Cards (FSD? activity only)

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what deserts are and where in the world they are located.	Children will define what a desert actually is and discover that there can be deserts in cold climates as well as hot climates. They will use a world map with a key to identify the major deserts of the world. They will also find out some interesting facts about different deserts around the world.	<ul style="list-style-type: none"> Do children know what a desert is? Can children locate some of the world's major deserts on a world map? Do children know that not all deserts are hot and sandy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E Deserts of the World Map World Map Fact Cards (FSD? activity only)
Lesson 2	To investigate the weather and climate of deserts.	Children will identify that deserts all have arid climates but that some can be hot and some cold. They will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information.	<ul style="list-style-type: none"> Do children know that deserts are characterised by extremely low rainfall? Can children describe the weather and climate of deserts around the world? Can children analyse data to find out about desert climates? 	<ul style="list-style-type: none"> Slides Data Cards Worksheet 2A/2B/2C/2D Location Cards (FSD? activity only)
Lesson 3	To find out about desert formations.	Children will explore some different types of desert formations, such as sand dunes, salt flats, pillars and arches, and find out how they were formed. They can then express their understanding through a variety of different activities.	<ul style="list-style-type: none"> Do children know that deserts change over time? Do children know how sand dunes are formed? Can children describe the process of erosion to create various rock formations? 	<ul style="list-style-type: none"> Slides Booklet Template A/B Picture Cards Challenge Card (FSD? activity only)
Lesson 4	To find out how deserts are used by humans.	Children will learn that even though deserts are very inhospitable for human habitation, there are many ways in which deserts are used by humans. They will identify some of the natural resources that can be found in desert, such as diamonds, salt and oil, as well as how humans can use desert areas for a variety of different things such as filming, leisure and military testing.	<ul style="list-style-type: none"> Do children know that much of the desert is too hostile to be lived in by humans? Can children name some of the ways in which deserts are used by humans? Can children list some of the natural resources of the desert, such as oil? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Books, access to internet, etc. Mind Map (FSD? activity only)
Lesson 5	To find out about people who live in deserts.	Children will think about some of the challenges faced by people living in deserts. They will find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. They will also explore how large desert cities get the water they need.	<ul style="list-style-type: none"> Do children know that many people live in deserts? Can children describe some of the challenges faced by desert dwellers? Do children know how cities grow and survive in deserts? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Challenge Cards (FSD? activity only) Variety of information sources (FSD? activity only)
Lesson 6	To find out about the causes and effects of desertification.	Children will define what desertification is before looking at some of the factors that cause it. They will also look at the effects of desertification, particularly for poorer farmers, and consider how the problem can be tackled.	<ul style="list-style-type: none"> Can children describe what desertification is? Do children know why desertification is happening? Can children describe the effects of desertification? 	<ul style="list-style-type: none"> Slides Worksheet 6A Interview Questions sheet Question Cards (FSD? activity only) End of Unit Quiz

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

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the needs of early settlers and explore the origins of place names.	Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.	<ul style="list-style-type: none"> Can children explain who some early settlers were and why they settled in Britain? \ Can children describe the needs of early settlers and how they chose land to suit these needs? \ Do children know the origins of some common British place names? 	<ul style="list-style-type: none"> Slides\ Worksheet 1A/1B/1C\ Place Names Origins Sheet (FSD? activity only)
Lesson 2	To find out about different settlements and how settlements change over time.	Children will learn about the differences between hamlets, villages, towns and cities. They use geographical knowledge when looking at maps and exploring different settlements.	<ul style="list-style-type: none"> Can children define hamlets, villages, towns and cities? \ Can children identify whether a settlement is a hamlet, village, town or city? \ Can children explain how some settlements have changed over time, giving reasons as to why this is? 	<ul style="list-style-type: none"> Slides\ Worksheet 2A/2B/2C/2D/2E\ Location Cards\ Timeline Cards (FSD? activity only)
Lesson 3	To be able to use maps and map symbols to explore settlements.	Children will explore Ordnance Survey maps and look in detail at their features. They will become familiar with the symbols used on OS maps and use this knowledge to answer questions.	<ul style="list-style-type: none"> Do children know that there are lots of different types of maps, including Ordnance Survey maps? \ Can children identify a variety of map symbols and abbreviations correctly? \ Can children use an Ordnance Survey map to answer questions about a settlement? 	<ul style="list-style-type: none"> Slides\ Map Symbols Sheet\ OS Map 3A/3B/3C\ Worksheet 3A/3B/3C\ Memory Cards 3A/3B (FSD? activity only)
Lesson 4	To be able to use grid references to investigate settlements.	Children will be introduced to four-figure and six-figure grid references. They will develop this knowledge as they navigate around maps.	<ul style="list-style-type: none"> Can children locate a square using four-figure grid references? \ Can children locate a square using six-figure grid references? \ Can children create their own questions involving grid references? 	<ul style="list-style-type: none"> Slides\ OS Map 4A/4B/4C\ Worksheet 4A/4B/4C\ Map Symbol Cards (FSD? activity only)\ Map Symbol Sheet (FSD? activity only)
Lesson 5	To be able to plan a new settlement.	Children will be challenged to become town planners and design their own settlements. They will have to think carefully about the features they want to include in their settlements and what each feature should be near.	<ul style="list-style-type: none"> Can children describe why a plot of land would be good for a new settlement? \ Can children make decisions about which amenities and services they will include in a new settlement? \ Can children make decisions about how they will set out their settlement? 	<ul style="list-style-type: none"> Slides\ Town Criteria Cards\ Planning Cards\ Worksheet 5A/5B/5C/5D\ Settlement Sheets 5A (FSD? activity only)
Lesson 6	To be able to create a map of	Children will recap what they know about settlements and maps before they create their own settlement maps. They will mark symbols on a map and why.	<ul style="list-style-type: none"> Can children follow a plan to create a map? \ Can children create a key for a map? \ <p>discuss what works well?</p>	<ul style="list-style-type: none"> Slides\ Settlement Plans from the previous lesson\ Town Criteria Cards \ Key Card 6A/6B\ Worksheet 6A/6B/6C\ Checklist 6A\ Settlement Design Cards (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and describe key geographical features of the United Kingdom.	Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four countries and capital cities. They will find out information about aspects such as area, life expectancy and population.	<ul style="list-style-type: none"> Can children locate the United Kingdom on a world map? Can children name and locate the countries and capital cities of the United Kingdom? Do children know some facts about the human geography of the United Kingdom, such as population and life expectancy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Books, atlases, access to internet, etc. Domino Cards (FSD? activity only)
Lesson 2	To be able to identify and locate the counties of the United Kingdom.	Children will learn what a county is and find out how the counties of England can be split into regions. They will then undertake a variety of activities to help them locate and identify different counties of the UK.	<ul style="list-style-type: none"> Do children know what a county is? Can children identify the counties of the UK? Can children place counties of the UK on a map? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D UK Counties Map Clue Cards (FSD? activity only)
Lesson 3	To be able to locate and identify towns and cities in the UK.	Children will learn the difference between a town and a city before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. There is also the chance to explore a particular UK city in detail.	<ul style="list-style-type: none"> Can children describe what a city is? Can children identify cities of the UK? Can children locate UK cities on a map? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D City Cards (FSD? activity only) Access to internet and atlases
Lesson 4	To find out about the hills and mountains of the UK.	Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.	<ul style="list-style-type: none"> Do children know how mountains and hills are formed? Can children identify major hill and mountain ranges of the UK? Can children use a variety of sources to find out about hills and mountains, and communicate their findings appropriately? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Books, atlases, access to internet, etc. Challenge Cards (FSD? activity only)
Lesson 5	To find out about the seas and coasts of the UK.	Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.	<ul style="list-style-type: none"> Can children identify the oceans and seas that surround the UK? Do children know that the UK has a varied coastline? Can children use and understand vocabulary relating to seas and coasts? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Blank UK Map sheet (FSD? activity only)
Lesson 6	To be able to identify and explore the major rivers of the UK.	Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.	<ul style="list-style-type: none"> Can children understand and describe the journey of a river from source to sea? Can children name some of the major rivers of the UK? Can children find out and analyse information about rivers of the UK? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Information Sheet River Cards (FSD? activity only) Question Cards (FSD? activity only) Books, atlases, access to internet, etc. End of Unit Quiz

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand and explain the water cycle.	Children will explore what the water cycle is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary. They can then express their understanding of how the water cycle works independently.	<ul style="list-style-type: none"> Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words? 	<ul style="list-style-type: none"> Slides Water Cycle Explanation 1A/1B/1C Explanation Poster Water Cycle Fact Sheet Water Cycle Poster Instructions (for FSD? activity only)
Lesson 2	To find out about rivers and how they erode, transport and deposit materials.	Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.	<ul style="list-style-type: none"> Can children explain what a river is? Do children know some of the features of a river? Can children explain the processes of erosion, transportation and deposition? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Fact File Books, internet, etc. on rivers Large sheets of paper (FSD? activity only) Art and craft materials (for FSD? activity only)
Lesson 3	To find out why rivers are important.	Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. They will be given some brief information for each category before using a variety of sources to find out some more information for themselves.	<ul style="list-style-type: none"> Can children describe some river uses? Can children use secondary sources to find out information? Can children support their points with statistics and specific data? 	<ul style="list-style-type: none"> Slides Worksheet 3A Picture Cards Books, internet, magazines, etc. A4 paper Topic Headings (FSD? activity only) Large sheets of paper (FSD? activity only)
Lesson 4	To find out about the causes of river pollution and the effect it has on the environment.	Children will explore some of the causes of river pollution and the effects this has on the environment. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. They will consider ways in which river pollution can be prevented.	<ul style="list-style-type: none"> Do children understand some of the causes of water pollution? Do children understand the effect water pollution has on the environment? Are children able to think about water pollution on local and global scales? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Protective clothing (FSD? activity only) River Pollution Booklet P1/P2/P3/P4 (FSD? activity only)
Lesson 5	To investigate a river in detail including the effects on the environment and landscape.	Children will ask questions they would like to find the answer to about the River Nile. They will consider different ways in which they could find the answers to their questions. They will present what they have found out about the River Nile in a variety of ways.	<ul style="list-style-type: none"> Can children ask geographical questions? Can children use secondary sources of information to find out answers to specific questions? Can children use the internet to help them with a geographical enquiry? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Access to internet Question Cards (FSD? activity only) Presentation Instructions (FSD? activity only) Books/Internet access/Maps, etc. (FSD? activity only)
Lesson 6	To be able to conduct a geographical enquiry.	Children will find out how to generate a main question as the focus for a geographical enquiry. Children will then choose their own focus for an enquiry and use a variety of sources of information to carry out research. They will think about the best way of presenting the information they have found out.	<ul style="list-style-type: none"> Can children choose a line of enquiry for an investigation? Can children use secondary sources to find answers to geographical questions? Can children choose a suitable way to present their findings? 	<ul style="list-style-type: none"> Slides River Fact Cards Books, pictures, maps, access to the internet, magazines, etc.

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

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

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

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

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

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the countries of North America.	Children will identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of North America on a world map? Can children name the countries of North America? Can children locate North American countries on a map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Riddle Cards (FSD? activity only) Flag Cards (FSD? activity only) North America Map (FSD? activity only)
Lesson 2	To investigate and compare climates in North America.	Children will look at a global climate zone map to identify climate patterns around the world. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.	<ul style="list-style-type: none"> Can children identify some different climate zones in North America? Can children investigate the climate of a particular area? Can children compare climates in North America? 	<ul style="list-style-type: none"> Slides Puzzle Pack A/B/C Answer Sheet Location Cards (FSD? activity only) Challenge Cards (FSD? activity only)
Lesson 3	To explore the geographical features of North America.	Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.	<ul style="list-style-type: none"> Do children know the difference between human and physical geographical features? Can children identify and describe some geographical features of North America? Can children describe how certain geographical features are formed? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Picture Cards Information Sheet Paints/art materials (FSD? activity only)
Lesson 4	To explore the capital cities of North America.	Children will define what a capital city is before finding out the names of some North American capital cities. They will think about questions they could ask to find out information about a particular city, as well as matching capitals to their countries.	<ul style="list-style-type: none"> Do children know what a capital city is? Can children identify North American capital cities and match them to their countries? Can children explore features of different capital cities, such as language and population? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D/4E/4F Fact Cards Capital City Cards Country Cards
Lesson 5	To explore the various time zones of North America and how these compare to other time zones around the world.	Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.	<ul style="list-style-type: none"> Can children explain why different parts of the world have different time zones? Can children calculate the time at different locations in North America based on GMT? Can children calculate corresponding times within different locations in North America? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C North America Time Zone Map A/B World Time Zone Map Maps/atlasses Character Cards (FSD? activity only) Time Cards (FSD? activity only)
Lesson 6	To compare the a region in the UK with a region in North America.	Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features are similar and different.	<ul style="list-style-type: none"> Can children compare the physical geography of a region in the UK and a region in North America? Can children compare the human geography of a region in the UK and a region in North America? Can children use a variety of appropriate sources to find out about the human and physical geography of a region? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Location Cards Question Cards Variety of sources of information
Lesson 7	To research the human and physical geography of a particular North American country.	Children will recap everything they have learnt about North America. They will then move on to researching a particular North American country, generating questions they want to find the answer to and using a variety of sources of information to find the answers. They will present what they have found out in a variety of ways.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific North American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B Variety of secondary sources of information Challenge Cards (FSD? activity only)

Geography Year 5/6 Water World (bonus activities – link with Forces of Nature)

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

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

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