

Subject: Geography	Autumn		Spring		Summer	
Year: A	Learning Objectives	Learning task/s	Learning Objectives	Learning task/s	Learning Objectives	Learning task/s
Year groups Year 1/2	<ul style="list-style-type: none"> I can keep a weather chart and answer questions about the weather. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can describe some of the features of an island. I can name the continents of the world and locate them on a map. I can name the world's oceans and locate them on a map. 	<p>Topic: Weather and Seasons</p> <p>Tasks:</p> <p>Daily weather chart as a whole class. Children are able to become the class weather person and answer questions about the daily weather.</p> <p>Final task: Design their own island using key features, symbols and a key.</p> <p>Learning journey:</p> <ul style="list-style-type: none"> Research islands using laptops. Use atlas' to locate island and non islands Label continents and oceans using atlas. Learn climate patterns across the Earth. Life on an island. Features of islands. Compare and contrast a European and non-European location. Use aerial photographs to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> I can locate London on a map and describe its location. To identify and describe landmarks in London. To be able to use compass points and directional language to navigate between London landmarks. To be able to identify and describe a variety of geographical features in London. To plan a trip to London. 	<p>Topic: The Great fire of London</p> <p>Tasks:</p> <ul style="list-style-type: none"> Locate London using a map. Learn the capitals of cities in the UK. Identify some features of London. Research and find out information about some of London's most famous sights. Identify some of London's well known landmarks on a map, learning how to use directional language to navigate between landmarks on a map using compass directions. Use geographical clues to identify if a photo is London or another location. Find out about physical features, hills, rivers, lakes, forests and parks. Plan an imaginary trip to London, How will they get there? link to previous topic - what will they wear thinking about the Season they travel and what will they see/visit? 	<ul style="list-style-type: none"> I can use key words to describe different places and environments. I can use a map to find seaside locations. I can use key words to describe seaside locations. I can observe aerial photographs of seaside locations. I can locate seaside resorts in the four countries of the UK I can understand what seaside holidays and resorts were like in the past and the present. I can describe a seaside town in the UK. I can describe places and routes on a map. I can use a map to identify the main British islands. 	<p>Topic: Under the Sea</p> <p>Tasks:</p> <ul style="list-style-type: none"> Where are our seascides? Features of the seaside Seascides past and present (linked to History unit) Explore seaside towns and islands <p>Create our own seascides thinking about the different features and locations.</p> <p>Make a leaflet to promote our seascides.</p>

<p>Year 3/4</p>	<p>I can describe how volcanoes are created.</p> <p>I can locate and name some of the world's most famous volcanoes.</p> <p>I can describe how earthquakes are created.</p>	<p>Topic: Volcanoes and Earthquakes</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Create a playdough volcano with baking soda and vinegar. • Mapwork to identify volcanoes. • Earthquake and Tsunami investigation, how are they caused? 	<p>I can explain why people may choose to live in one place rather than another.</p> <p>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p>	<p>Topic: Rainforests</p> <p>Theme:Rainforests (include comparison to UK) Biomes, Vegetation Belts and The Water Cycle.</p> <p>Tasks: Comparing environments such as the rainforest to rainfall, temperature, wind speed and noise levels in Cornwall, England. This will be done by creating measuring equipment for rainfall and wind speed and recording outcomes.</p>	<p>I can name and locate the capital cities of neighbouring European countries.</p> <p>I can name a number of countries in the northern hemisphere.</p> <p>I know the countries that make up the European Union.</p>	<p>Topic: Europe</p> <p>Theme:Understand geographical similarities and differences - regional study/comparison: our local area and a region in a European country.</p> <p>Tasks:</p>
<p>Year 5/6</p>	<p>Year 6 I can describe how some places are similar and dissimilar in relation to their human and physical features.</p>	<p>Topic: WW2</p> <p>Tasks : investigate how European borders changed over the course of WW2</p>	<p>Topic: Forces of nature(Geography focus)</p> <p>Year 5 I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>Year 6 I can describe how some places are similar and dissimilar in relation to their human and physical features. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can name the largest desert in the world and locate desert regions in an atlas. I can use Ordnance Survey symbols and 6 figure grid references.</p>	<p>Topic - forces of nature</p> <p>Tasks - investigate where the deserts are in the world and why that should be</p> <p>understand what is meant by the tropics of Capricorn and Cancer</p> <p>investigate natural disaster by looking at aerial photographs</p>	<p>Topic: Growing (science focus)</p> <p>Year 5 I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>Year 6 I can describe how some places are similar and dissimilar in relation to their human and physical features.</p>	<p>Topic : Growing</p> <p>Investigate agriculture in different parts of the world and how certain countries such as Holland grow despite the natural habitat</p>