

St. George and St. Martin Catholic Academy
Geography - Medium Term Plans



Growing, Learning, Loving in Christ; United in Play, Prayer and peace

Year One – The Four Seasons

	Learning Objective	Overview	Assessment Questions
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?
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?
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?
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?

Lesson 5	<p>To find out what the weather is like in winter.</p>	<p>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.</p>	<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?
Lesson 6	<p>To review knowledge and compare the four seasons.</p>	<p>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.</p>	<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?

Year One – Where do I Live?

	Learning Objective	Overview	Assessment Questions
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?
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?
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?
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?

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.

Do children know what addresses are used for? • Can children write their own address?
• Can children describe where they live?

Year Two – Let's go to the Arctic

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore the Arctic Circle.	Children will look at Arctic Circle maps to learn about what it is and where it is. They will explore the seven countries that make up the Arctic Circle. They will look at and describe images of towns found in the Arctic Circle.	<ul style="list-style-type: none"> Do children know where the Arctic Circle is? Can children list some countries found in the Arctic Circle? Can children read and use maps to complete activities?
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?
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?
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?
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?

Lesson 6

To compare an Arctic town to a city in the United Kingdom.

Children will look closely at Sisimuit 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.

- 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?

Year Two – Map Makers

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to use compass points to navigate around a map.	Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps.	<ul style="list-style-type: none"> Can the children explain what a direction is? Can the children explain why using directional language is important? Can the children use directional language to guide a partner?
Lesson 2	To use aerial photographs and plan perspectives to recognise and create landmarks	Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room.	<ul style="list-style-type: none"> Can the children explain what is meant by an aerial view or perspective? Can the children draw the classroom as an aerial view to help another pupil? Can the children draw an aerial view or perspective of a familiar room?
Lesson 3	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.	<ul style="list-style-type: none"> Can the children read the information on the town map examples? Can the children explain what the use of a key is? Can the children draw their own key for their maps?
Lesson 4	To devise a simple map and use and construct basic symbols in a key.	Children will recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.	<ul style="list-style-type: none"> Can the children recall the key features seen on their walk? Can the children show how to draw a simple map? Can the children draw a key to aid with reading their map?
Lesson 5	To design a map, referring to key human features.	Children will think about some of the human and physical features that are found in a town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a	<ul style="list-style-type: none"> Can the children read the map of Spring Town? Can the children explain why Spring Town is not designed very well? Can the children design a new town with

		map.	human features?
Lesson 6	To create a 3D map using their town designs.	Children will recap what they have found out about maps and their features. They will then translate this by creating 3D maps. They will consolidate what they have learnt by guiding each other around the 3D maps they have created.	<ul style="list-style-type: none"> • Can the children recall key features of a map? • Can the children complete their 3D maps using the checklist? • Can children talk through their designs using geographical vocabulary?

Year Three – The Rainforest

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out what a rainforest is and where they are found.	Children will identify what a rainforest is and understand that rainforests lie between the two tropics. They will identify areas of rainforest on a world map and use maps to identify the continents and countries of various rainforests.	<ul style="list-style-type: none"> • Can children locate the tropic of Capricorn, tropic of Cancer and equator on a world map? • Do children know that rainforests lie between the two tropics? • Can children name continents and countries that have areas of rainforest?
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?
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?
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?

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.

- 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?

Year Three – Our European Neighbours

	Learning Objective	Overview	Assessment Questions
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?
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?
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?
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?
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?

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.

- 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?

Year Four - Volcanoes

	Learning Objective	Overview	Assessment Questions
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)?
Lesson 2	To explore what happens when a volcano erupts.	Children will look at photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will have the chance to explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	<ul style="list-style-type: none"> Can children explain and describe what happens when a volcano erupts? Can children explain why a volcano erupts? Do children understand that volcanic eruptions impact the surrounding areas?
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?
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?
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?

<p>Lesson 6</p>	<p>To compare a volcanic area to a non-volcanic area.</p>	<p>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.</p>	<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?
<p>Lesson 7</p>	<p>To be able to show what you have learnt about volcanoes.</p>	<p>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.</p>	<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?

Year Four – Countries of the World

	Learning Objective	Overview	Assessment Questions
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?
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?
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?
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?
Lesson 5	To be able to use a variety of sources to identify human and physical features in a	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?

	particular country.		
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?

Year Five – Extreme Earth

	Learning Objective	Overview	Assessment Questions
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?
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?
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?

<p>Lesson 4</p>	<p>To find out about earthquakes and what causes them.</p>	<p>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.</p>	<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?
<p>Lesson 5</p>	<p>To find out about tsunamis and how they are caused.</p>	<p>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.</p>	<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?
<p>Lesson 6</p>	<p>To find out what volcanoes are and how they are formed.</p>	<p>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.</p>	<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?

Year Five – Natural Resources

	Learning Objective	Overview	Assessment Questions
Lesson 1	To identify some of Britain's natural resources and explain how they are used.	Children will identify land as being an important natural resource in the UK. They will consider the many ways land is used, how it has changed and the factors limiting the ways in which it can be used. They will then express what they have learnt using labelled diagrams and descriptive writing.	<ul style="list-style-type: none"> • Can children describe some natural resources and land uses in Britain? • Can children explain what 'abundant' natural resources are? • Can children discuss some problems associated with the use of natural resources which are not abundant?
Lesson 2	To identify some ways in which natural resources are used to produce energy.	Children will explore how fossil fuels are produced and how they can be used to produce electricity. They will explore how this power is distributed across the UK via the National Grid. They can also consider some of the problems associated with burning coal and gas.	Do children understand that some natural resources are burned to produce electricity? • Can children describe some problems associated with burning natural resources to produce electricity? • Can children explain how, in simple terms, energy is produced, then distributed via the National Grid?
Lesson 3	To identify clean and renewable natural resources used to produce	Children will identify some alternative sources of energy production to coal and gas, including a range of clean, renewables such as wind, solar and hydroelectric. They will consider the pros and cons of their use.	<ul style="list-style-type: none"> • Can children name some clean and renewable natural resources and describe how they are used to produce electricity? • Do children know some advantages and disadvantages of renewable energy sources? • Can children debate the pros and cons of renewables?

	electricity, and to discuss the pros and cons of their use.		
Lesson 4	To identify parts of the world where wood is produced, and consider some of the problems associated with its production.	Children will find out about some of the major wood-producing countries around the world and consider why Britain imports so many wood products from other countries. They will explore different ways in which wood is used and investigate some of the problems associated with wood production.	<ul style="list-style-type: none"> • Do children know of some major wood-producing countries? • Can children describe some uses of wood and name some wood products? • Can children give some reasons why some wood products are imported and exported?
Lesson 5	To know where and how steel is produced.	Children will understand the process of how steel is produced. They will find out about uses of steel and how it is used and traded around the world.	<ul style="list-style-type: none"> • Can children explain how iron ore is extracted to produce steel? • Can children describe the process of steel production, from ore extraction to its final uses? • Can children use a variety of methods to present their findings about the ways a natural resource is used and traded?
Lesson 6	To know where and how glass and concrete are produced in Britain using natural resources.	Children will find out how glass and concrete is produced and identify the natural resources used in their production. They will discover the meaning of 'abundant' resources. They will consider the benefits and drawbacks of exploiting natural resources.	<ul style="list-style-type: none"> • Do children know the principal natural resources used in the production of glass and concrete? • Do children understand that these natural resources are found in abundance around the world? • Can children explain some of the benefits and drawbacks of exploiting natural resources?

Year Six - Our Local Area

	Learning Objective	Overview	Assessment Questions
Lesson 1	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"> • Can children describe some natural resources and land uses in Britain? • Can children explain what 'abundant' natural resources are? • Can children discuss some problems associated with the use of natural resources which are not abundant?
Lesson 2	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"> • Do children understand that some natural resources are burned to produce electricity? • Can children describe some problems associated with burning natural resources to produce electricity? • Can children explain how, in simple terms, energy is produced, then distributed via the National Grid?
Lesson 3	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"> • Can children name some clean and renewable natural resources and describe how they are used to produce electricity? • Do children know some advantages and disadvantages of renewable energy sources? • Can children debate the pros and cons of renewables?
Lesson 4	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	<ul style="list-style-type: none"> • Do children know of some major wood-producing countries? • Can children describe some uses of wood and name some wood products? • Can children give some reasons why some wood products are imported and exported?

		will need to know the area the school is in.	
Lesson 5	To explore rivers as part of a local area study.	<p>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.</p>	<ul style="list-style-type: none"> • Can children explain how iron ore is extracted to produce steel? • Can children describe the process of steel production, from ore extraction to its final uses? • Can children use a variety of methods to present their findings about the ways a natural resource is used and traded?

Year Six – Exploring Scandinavia

	Learning Objective	Overview	Assessment Questions
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?
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?
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?

<p>Lesson 4</p>	<p>To explore some aspects of the human geography of Scandinavia.</p>	<p>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.</p>	<ul style="list-style-type: none"> · Do children understand what human geographical features are? <ul style="list-style-type: none"> · Can children identify a variety of human geographical features in Scandinavian countries? · Can children identify how human features can contribute to national identity?
<p>Lesson 5</p>	<p>To be able to compare and contrast an area in the UK with an area in Scandinavia.</p>	<p>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.</p>	<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?
<p>Lesson 6</p>	<p>To be able to plan a tourist visit to a Scandinavian destination.</p>	<p>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.</p>	<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?