

Lidlington Primary School - Curriculum Plan



Subject: Local area		Year Group: 1			Term: Autumn		
							
Vocabulary		Knowledge			Understanding		
What children will know		What children will understand			What children will be able to do		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
		Remembering	Telling	Testing	Practising	Coaching	Observing
Local area: Your local area is the place where you live, including your neighbourhood and the places nearby that you can easily walk or travel to. Human features (geography): Human features in geography are things that people have made or built, like houses, roads, bridges, and parks. Physical features (geography): Physical features in geography are natural things found in the environment, like mountains, rivers, forests, and beaches. Landmarks: Landmarks are special and important places or things in an area that people can easily recognize, like a famous building, statue, or mountain. Village: A village is a small community with houses, a few shops, and maybe a school or a church, where people live and work together. Town: A town is a bigger place than a village, with more houses, shops, and facilities like schools, hospitals, and parks. City: A city is even bigger than a town, with tall buildings, lots of people, and many services like shops, restaurants, museums, and transportation systems. Map: A map is a drawing or picture that shows the different places, streets, and features in an area, so we can understand and find our way around. Cartographer: A cartographer is a person who creates maps by drawing or using special tools and software to show all the different features of an area accurately.		Know that Thomas Johnson Lower School is in Lidlington. Know Lidlington is a village in Bedfordshire, UK. Know what human and physical features are. Know the landmarks of the village and local area. Know how to use a map and aerial photos. Know what a cartographer is. Know the features of a map. Know what a key is and what it is used for.			Understand how to locate Lidlington on a map. Understand how to navigate a simple route on a map.		
					Locate Lidlington on a map. Navigate a route around a map. Identify human and physical features of the village. Identify weather patterns in the village. Use geographical vocabulary when describing the local area. Use locational language when using a map. Recognise and identify landmarks. Devise a simple map. Use and construct basic symbols in a key.		

Subject: Continents and oceans			Year Group: 1			Term: Spring			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- continent – one of the world's large land masses - ocean – a very large area of salt water - country – an area of land with its own government and borders - world – the Earth and all its people and places - Earth – the planet on which we live - globe – a three-dimensional model of Earth - map – a representation of a place or area - atlas – a book or collection of maps - equator – an imaginary line around the middle of Earth - Northern Hemisphere – the half of Earth north of the Equator - Southern Hemisphere – the half south of the Equator - land – the solid surface of Earth - sea – a large area of salt water, usually smaller than an ocean - island – land surrounded by water - location – where something is situated Knowledge Pupils should know:	- There are seven continents: - Europe - Asia - Africa - North America - South America - Antarctica - Oceania - There are five named oceans: - Pacific - Atlantic - Indian - Southern - Arctic - The Earth is approximately spherical. - A globe represents the Earth in three dimensions. - A map is a two-dimensional representation of the Earth or part of it. - The UK is in Europe. - Continents contain countries. - Oceans separate and surround continents. - The Equator divides Earth into the Northern and Southern Hemispheres.			- The world can be represented at different scales. - Globes and maps represent the same Earth in different ways. - Continents and oceans have different spatial relationships. - The UK is a relatively small part of Europe and the wider world. - Maps help us understand where places are in relation to one another. - The apparent shape and position of places can look different on different maps.			- Locate the seven continents on a globe and map. - Locate the five oceans. - Locate the UK within Europe. - Use a globe, atlas and simple world map. - Use simple directional language. - Identify land and water. - Use photographs and satellite images to recognise geographical features. - Create a simple labelled map. - Use symbols and a basic key. - Describe the location of a place using simple geographical language.		

Lidlington Primary School - Curriculum Plan



Subject: Global landmarks – Wonders of the natural and human world			Year Group: 1			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- landmark – a recognisable feature or place - human feature – something created or significantly changed by people - physical feature – a natural feature of the Earth - natural – existing in nature rather than made by people - human-made – created or built by people - monument – a structure or place built to commemorate something - mountain - waterfall - river - desert - canyon - building - bridge - city - country - continent - location			- Landmarks can be physical or human. - Physical landmarks include mountains, rivers, waterfalls, deserts and canyons. - Human landmarks include buildings, bridges, monuments and other structures. - Landmarks can help people identify and understand places. - Famous landmarks are found across different continents. - Examples could include: - Mount Everest – Asia - Grand Canyon – North America - Amazon River – South America - Great Barrier Reef – Oceania - Sahara Desert – Africa - Eiffel Tower – Europe - Taj Mahal – Asia - Landmarks can have cultural, historical, environmental or economic importance.			- Places are distinctive because of their combination of human and physical features. - Landmarks can help us understand what makes a place special. - A landmark can be important to local people as well as visitors. - Physical landmarks are shaped by natural processes, while human landmarks are created by people. - Landmarks can influence tourism and people's perceptions of places.			- Locate landmarks using maps and atlases. - Identify whether a landmark is physical or human. - Describe where a landmark is located. - Use photographs to identify geographical features. - Compare landmarks in different parts of the world. - Use simple maps to communicate location. - Use directional language. - Explain why a landmark is significant to a place.		

Lidlington Primary School - Curriculum Plan



Subject: The UK – What kind of place is it?			Year Group: 2			Term: Autumn		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- United Kingdom / UK - Great Britain - England - Scotland - Wales - Northern Ireland - capital city - country - border - island - coast - sea - ocean - mountain - river - hill - valley - city - town - village - countryside - landscape - population			- The UK is made up of: - England - Scotland - Wales - Northern Ireland - The capital cities are: - London - Edinburgh - Cardiff - Belfast - The UK is an island state made up of Great Britain and Northern Ireland. - Great Britain consists of England, Scotland and Wales. - The UK is surrounded by seas and the Atlantic Ocean. - The UK contains cities, towns, villages and rural areas. - The UK has varied physical landscapes. - Major physical features include mountains, rivers, hills, valleys and coasts. - People live in both urban and rural areas. - Different parts of the UK have different physical and human characteristics.			- A country can contain many different landscapes and environments. - Physical geography influences where people live and work. - Human features vary from place to place. - The UK's four countries have distinctive geographical characteristics. - Maps help us understand the spatial relationships between countries, cities and physical features. - A place is defined by both its human and physical geography.		
						- Locate the four countries of the UK. - Locate the four capital cities. - Locate surrounding seas. - Use maps and atlases. - Use simple compass directions. - Identify physical and human features. - Compare two UK places. - Describe a place using geographical vocabulary. - Use aerial photographs to identify features. - Create a simple map with a key. - Use simple fieldwork observations to describe a local environment.		

Lidlington Primary School - Curriculum Plan



Subject: London		Year Group: 2				Term: Spring				
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
London: London is a big and exciting city in England, with lots of famous landmarks, like the Tower of London and the Buckingham Palace. England: England is a country that is part of the United Kingdom, and it's where London, the capital city, is located. Capital city: A capital city is the most important city in a country, where the government buildings are and where the leader of the country lives. River Thames: The River Thames is a big river that flows through the city of London, and it's a famous landmark where people can go boating or see beautiful bridges. Transportation: Transportation means the different ways people can travel from one place to another, like using cars, buses, trains, or boats. London Underground: The London Underground, also known as the Tube, is a train system with underground tunnels that goes all around London, helping people travel quickly and easily. Environmentally friendly: Being environmentally friendly means doing things that help protect the Earth and nature, like using less energy, recycling, and taking care of the environment for future generations.	Know that London is the capital city of England. Know what human and physical features of London are. Know how to use a map and aerial photos. Know what a cartographer is. Know the features of a map. Know what a key is and what it is used for. Know the points of a compass. Know locational and directional language.			Understand London is the capital city of England. Understand the significance of London landmarks such as: • Big Ben • Tower of London • Buckingham Palace • London Eye Understand the River Thames flows through London and is an important transportation and cultural feature of the city. Understand the different ways to travel around London. • Train • Underground • Bus • Taxi Understand the measures taken to make London a more environmentally friendly place.			Locate London on a map. Identify the human and physical features of London. Use maps and aerial photos to locate human and physical features of London. Construct a key with symbols.			

Lidlington Primary School - Curriculum Plan



Subject: Kenya		Year Group: 2			Term: Summer					
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Kenya: Kenya is a beautiful country in Africa, known for its wildlife, amazing landscapes, and vibrant culture. Africa: Africa is a continent that is home to many different countries, animals, and diverse cultures, and it is the second-largest continent in the world. Tropical climate: A tropical climate is a type of weather that is usually warm or hot all year round, with lots of rain and lush green forests. Safari: A safari is an exciting adventure where people go on a journey to observe and learn about wild animals in their natural habitats, like in Kenya's national parks. Nature reserve: A nature reserve is a special place where animals and plants are protected, and people can visit to see and appreciate the beauty of nature. Conservation: Conservation means taking care of and protecting the environment, animals, and natural resources to make sure they can continue to exist for future generations. Maasai Mara: Maasai Mara is a famous wildlife reserve in Kenya, known for its vast grasslands and the incredible migration of wildebeests and other animals. Amboseli: Amboseli is another national park in Kenya, famous for its stunning views of Mount Kilimanjaro, elephants, and diverse wildlife. Poverty: Poverty means not having enough money, food, or resources to live a comfortable life, and it's important to help those in need and work towards reducing poverty in the world.	Know that Kenya is a country in Africa. Know what human and physical features of Kenya are. Know how to use a map and aerial photos. Know what a cartographer is. Know the features of a map. Know what a key is and what it is used for. Know the points of a compass. Know locational and directional language.			Understand Kenya is located in Eastern Africa. Understand the wide range of landmarks including: • Great Rift Valley • Mount Kenya • Lake Victoria • Safari conservation parks Understand the tropical climate near the coast and cooler climate in the highlands. Understand the wide range of wildlife in the national parks of Maasai Mara and Amboseli. Understand the Kenyan way of life, especially the ways of the Maasai people. Understand the challenges the people of Kenya face – poverty, food insecurity, education and healthcare.			Locate Kenya on a map. Identify the human and physical features of London. Use maps and aerial photos to locate human and physical features of Kenya. Construct a key with symbols. Compare and contrast the human and physical features of London and Kenya.			

Subject: Land use including settlements			Year Group: 3			Term: Autumn					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- settlement – a place where people live - land use – how people use a particular area of land - rural – relating to the countryside - urban – relating to towns and cities - hamlet – a very small settlement - village – a small settlement - town – a larger settlement with a range of services - city – a large urban settlement - population – the number of people living in a place - site – the physical location of a settlement - situation – the settlement's position in relation to surrounding places - agriculture – farming - residential – relating to housing - commercial – relating to buying and selling - industrial – relating to manufacturing - transport - infrastructure – basic systems and structures needed by a community - land use - urbanisation – the growth of towns and cities Knowledge Pupils should know:			- People use land for different purposes. - Common land uses include: - residential - commercial - industrial - agricultural - recreational - transport - Settlements vary in size. - Settlements can be classified as hamlets, villages, towns and cities. - Settlements often develop near useful resources such as water, fertile land or transport routes. - Physical geography can influence settlement location. - Transport links can influence settlement growth. - Urban areas generally have higher population densities than rural areas. - Land use changes as communities develop. - Settlements can expand over time.			- Settlements develop where people have reasons to live. - The site and situation of a settlement influence its development. - Physical and human geography interact. - Transport can encourage the growth of settlements. - Different areas within a settlement have different land uses. - Land-use decisions involve competing needs. - Settlements change over time in response to population, economy, transport and environmental pressures.			- Identify different types of settlement. - Classify different land uses. - Read maps and aerial photographs. - Identify land-use patterns. - Use symbols and keys. - Use simple grid references. - Conduct local land-use fieldwork. - Record observations systematically. - Create annotated maps. - Compare urban and rural environments. - Explain why a settlement developed in a particular location. - Use evidence to explain changes in land use.		

Lidlington Primary School - Curriculum Plan



Subject: Italy			Year Group: 3			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Italy: Italy is a beautiful country in Europe, known for its delicious food, historic buildings like the Colosseum and the Leaning Tower of Pisa, and famous artists like Leonardo da Vinci. Mediterranean: The Mediterranean is a sea that is surrounded by many countries, including Italy, and it has warm and sunny weather with beautiful beaches. Land borders: Land borders are the lines or boundaries that separate one country from another on the land, and they help define the different places. Heritage: Heritage refers to the traditions, customs, and things from the past that are important to a particular group of people or a country's history. Ethnicity: Ethnicity is a word that describes the background and culture of a group of people, including their traditions, language, and way of life. Economic industry: Economic industry means the different types of jobs and businesses that people do to make money and contribute to the country's economy. Natural resources: Natural resources are things that we get from nature, like water, forests, minerals, and energy sources such as oil, gas, and sunlight, which are important for our daily lives and to build things.			Know Italy is located in Southern Europe and bordered by the Mediterranean Sea. Know Italy shares land borders with France, Switzerland, Austria and Slovenia. Know the main physical features of Italy: - Italian Alps - Matterhorn - Mont Blanc - Apennine Mountains - River Po - River Tiber Know that Rome is the capital city of Italy. Know Italy has a variety of islands including Sicily, Sardinia, Elba, Capri and Ischia.			Understand Italy has a rich cultural heritage and history. Understand that Italians are the predominant ethnic group in Italy and Italian is the official language. Understand some aspects of Italy's cultural heritage including art and cuisine. Understand Italy's main economic activity is manufacturing, fashion, tourism and agriculture.			Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, and major cities. Describe similarities and differences in the human and physical geography of Italy and the UK. Describe and understand the key aspects of physical and human geography traits of Italy. Describe the climate of Italy. Describe the natural resources of Italy.		

Lidlington Primary School - Curriculum Plan



Subject: Climate zones			Year Group: 3			Term: Summer		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- weather – the conditions of the atmosphere at a particular time - climate – the typical weather conditions of a place over a long period - climate zone – a region with a particular climate - Equator - Northern Hemisphere - Southern Hemisphere - Tropic of Cancer - Tropic of Capricorn - polar - temperate - tropical - arid – very dry - Mediterranean - biome – a large natural region characterised by its climate, vegetation and wildlife - vegetation – plants growing in an area - precipitation – water falling from the atmosphere, such as rain or snow - temperature			- Climate describes typical weather over a long period. - Weather and climate are not the same thing. - Climate varies across Earth. - Climate is influenced by location, particularly latitude. - The Equator is generally hot. - Polar regions are generally cold. - Temperate regions experience greater seasonal variation. - Major climate zones include tropical, temperate and polar zones. - The Tropics lie between the Tropic of Cancer and Tropic of Capricorn. - Climate influences vegetation, animals and human activity. - Different climate zones contain different biomes.			- The amount of solar energy received varies with latitude. - Climate helps explain why different parts of the world have different environments. - Climate influences vegetation and therefore habitats. - Human activities are adapted to local climates. - Climate is one reason places around the world are geographically different. - Climate is a pattern over time, whereas weather can change from day to day.		
						- Locate the Equator and Tropics. - Identify major climate zones on maps. - Use atlases and globes. - Interpret simple climate maps. - Compare climates of different places. - Use climate data such as temperature and rainfall. - Present data using tables and graphs. - Identify patterns. - Explain relationships between climate and vegetation. - Use geographical vocabulary accurately.		

Lidlington Primary School - Curriculum Plan



Subject: Rivers and the water cycle		Year Group: 4			Term: Autumn				
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
River: A river is a flowing body of water that starts from a high place, like a mountain, and goes all the way to a lower place, like a lake or the ocean. Water cycle: The water cycle is the way water moves and changes from one form to another, like when water evaporates from rivers and oceans, forms clouds, and then falls back to the ground as rain or snow. Rainfall: Rainfall is the amount of rain that falls from the sky onto the ground, helping to water plants and fill rivers and lakes. Tributaries: Tributaries are smaller rivers or streams that flow into a larger river, like smaller branches joining a bigger tree trunk. Watershed areas: Watershed areas are special places that act like big basins or containers, collecting all the rainwater and runoff from the land and directing it into rivers and lakes. Atmosphere: The atmosphere is a big layer of air that surrounds the Earth, keeping us warm, protecting us from the Sun's rays, and helping to create weather patterns like wind and rain.	Know a river is a large natural stream of water that flows into an ocean, lake or other body of water. Know rivers have different sources including rainfall, melting snow and ice, and underground springs. Know the mouth of a river is where it meets a larger body of water such as an ocean or lake. Know that tributaries are smaller streams that flow into a larger river. Know that watershed is the area of land that drains into a river and its tributaries. Know that rivers erode the land around them which can create valleys, canyons and other physical features. Know that rivers flood when they receive too much water from heavy rainfall or snowmelt. Know the water cycle is the process by which water moves between the Earth's surface, the atmosphere and back again.	Understand how rivers have been used for thousands of years and can still be used today for shipping and recreational activities. Understand how rivers can provide hydroelectric power by using the force of water to turn turbines. Understand the importance of rivers to human: • Source of drinking water • Irrigation • Supporting diverse ecosystems and wildlife Understand the relationship between the three states of matter • Liquid • Solid • Gas Understand how evaporation turns liquid into water vapour that rises in the atmosphere.	Describe and understand the key aspect of physical geography including rivers and the water cycle. List the main events of the water cycle. Including: • Evaporation • Condensation • Precipitation • Runoff Locate rivers using an atlas – including the index. Describe the place in which the source of a river is found. List the features of a river's upper, middle and lower course. Describe how deposition changes the shape of a river. Explain how rivers are used. Explain the advantages and disadvantages for different uses of a river. Describe what a dam is. Locate significant dams on a map.						

Subject: Mountains, volcanoes and earthquakes			Year Group: 4			Term: Spring		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- mountain – a high area of land rising significantly above its surroundings - mountain range – a group or chain of mountains - summit – the highest point of a mountain - peak – the pointed or highest part of a mountain - valley – low land between hills or mountains - slope - altitude – height above sea level - tectonic plate – a large section of Earth's crust - plate boundary – where tectonic plates meet - earthquake – shaking caused by movement in Earth's crust - fault – a fracture in Earth's crust where movement can occur - volcano – an opening in Earth's crust through which magma and gases can escape - magma – molten rock beneath Earth's surface - lava – molten rock that reaches Earth's surface - eruption - crater - ash - tectonic - destructive - constructive			- Mountains occur in many parts of the world. - Mountains can form through tectonic processes. - Earth's crust is divided into tectonic plates. - Plates move very slowly. - Earthquakes can occur when movement happens along faults or at plate boundaries. - Volcanoes can form where magma reaches the Earth's surface. - Volcanoes can be active, dormant or extinct. - Volcanic eruptions can produce lava, ash and gases. - Mountains influence climate, vegetation, settlement and transport. - Earthquakes and volcanoes can cause significant hazards. - People live in areas affected by earthquakes and volcanoes and develop ways to reduce risk.			- Earth's surface is constantly changing. - Tectonic processes can create mountains and cause earthquakes and volcanic activity. - Physical processes can create both opportunities and hazards. - Volcanoes can create fertile soils and new land as well as causing destruction. - The effects of a natural hazard depend partly on where and how people live. - Human vulnerability influences the impact of hazards. - Maps can show the global distribution of earthquakes and volcanoes.		
						- Locate major mountain ranges. - Locate areas of significant tectonic activity. - Use maps to identify patterns. - Read diagrams explaining tectonic processes. - Interpret earthquake and volcano data. - Use atlases and digital maps. - Explain the sequence of a volcanic eruption. - Explain how earthquakes occur. - Compare the impacts of different hazards. - Evaluate ways communities can reduce risk. - Communicate geographical processes using labelled diagrams.		

Lidlington Primary School - Curriculum Plan



Subject: UK region – The Lake District			Year Group: 4			Term: Summer		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- region – an area with shared geographical characteristics - Lake District – a mountainous region in Cumbria, north-west England - Cumbria - mountain - fell – a high open area of upland - lake - valley - ridge - summit - glaciation – the shaping of land by glaciers - glacier – a large moving mass of ice - erosion – wearing away of material - tourism – travel to a place for leisure - national park – a protected area of countryside - landscape - rural - settlement - land use - conservation			- The Lake District is in north-west England. - It is in the county of Cumbria. - It is a mountainous region with many lakes and valleys. - The area has been strongly shaped by glacial processes. - The landscape contains mountains, valleys, lakes and rivers. - The region includes settlements of different sizes. - Farming has historically been important. - Tourism is now a major part of the regional economy. - The Lake District is a National Park. - The landscape is valued for recreation, culture and biodiversity. - Tourism can create both economic benefits and environmental pressures.			- Physical geography strongly influences human activity. - Glacial processes helped create the landscape of the Lake District. - Mountains, lakes and valleys influence settlement and transport. - Tourism depends upon the physical characteristics of the region. - Human activity can both benefit from and put pressure on landscapes. - National Parks involve balancing conservation, recreation and economic activity.		
						- Locate the Lake District within the UK. - Use physical maps to identify relief. - Use contour information to interpret landscape. - Identify mountains, lakes and valleys. - Use photographs to interpret landscapes. - Compare the Lake District with another UK region. - Interpret tourism and population data. - Explain how physical geography affects human activity. - Conduct fieldwork in a local environment using the Lake District as a comparative case study. - Present geographical information using maps, graphs and written explanations.		

Lidlington Primary School - Curriculum Plan



Subject: Natural resources			Year Group: 5			Term: Autumn					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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- natural resource – something from the natural environment that people use - renewable – able to be replaced naturally in a relatively short time - non-renewable – finite and unable to be replaced quickly - resource - raw material – natural material used to make products - mineral - fossil fuel - coal - oil - natural gas - water - food resource - energy - extraction – removing resources from the Earth - consumption – using resources - distribution – where something is found or located - scarcity – when there is not enough of something to meet demand - sustainable – able to continue without causing unacceptable environmental damage			- Natural resources come from the natural environment. - Resources include: - water - food - minerals - timber - fossil fuels - renewable energy sources - Resources are not distributed equally around the world. - Fossil fuels include coal, oil and natural gas. - Fossil fuels are non-renewable. - Solar, wind and hydroelectric power are examples of renewable energy. - People depend upon natural resources for food, shelter, energy and manufacturing. - Resource extraction can affect landscapes and ecosystems. - Access to resources varies between places.			- The Earth's resources are unevenly distributed. - Human societies depend upon natural systems. - Resource use creates environmental, social and economic consequences. - Renewable does not automatically mean environmentally harmless. - Increasing demand can put pressure on finite resources. - Sustainable resource management requires balancing environmental, social and economic needs.			- Identify different natural resources. - Classify resources as renewable or non-renewable. - Locate major resource-producing areas. - Interpret maps showing resource distribution. - Analyse simple resource-use data. - Compare resource use in different places. - Explain why resources are important. - Identify environmental consequences of resource extraction. - Evaluate different approaches to resource management. - Present evidence-based geographical arguments.		

Lidlington Primary School - Curriculum Plan



Subject: South American region – The Amazon			Year Group: 5			Term: Spring		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- South America - Amazon - Amazon Basin - Amazon River - rainforest - tropical - equatorial - biome - biodiversity – the variety of living organisms - vegetation - canopy – the upper layer of a forest - deforestation – removal of forests - indigenous – originating naturally in a particular place - tribe/community - agriculture - plantation - logging - mining - livestock - ecosystem - conservation			- South America is one of the world's continents. - The Amazon Basin covers a large area of northern South America. - The Amazon River is one of the world's largest rivers by volume. - The Amazon rainforest has a hot, wet tropical climate. - The rainforest contains extremely high biodiversity. - The rainforest has different layers, including the emergent layer, canopy, understory and forest floor. - Many plants and animals are adapted to rainforest conditions. - Indigenous peoples have lived in the Amazon for thousands of years. - People use the rainforest for farming, forestry, mining and other economic activities. - Deforestation can result from agriculture, cattle ranching, logging, mining and infrastructure development. - The Amazon is important at local, regional and global scales.			- Climate influences vegetation and biodiversity. - The rainforest is an interconnected ecosystem. - Human activity can have local and global environmental consequences. - Different groups have different interests in how the Amazon should be used. - Indigenous communities have important knowledge and relationships with the rainforest. - Conservation involves balancing environmental protection with people's social and economic needs. - Geographical issues often involve competing perspectives rather than simple "right and wrong" answers.		
						- Locate South America and the Amazon Basin. - Use maps to identify rivers, countries and physical regions. - Interpret climate data. - Use photographs and satellite imagery. - Explain the relationship between climate and rainforest vegetation. - Interpret data about deforestation. - Compare different perspectives on rainforest use. - Analyse environmental change over time. - Use evidence to argue for a particular approach to rainforest management. - Present information through maps, diagrams, graphs and extended geographical writing.		

Subject: Energy and sustainability			Year Group: 5			Term: Summer		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- energy - energy source - renewable - non-renewable - solar power - wind power - hydroelectric power - geothermal - biomass - fossil fuel - coal - oil - natural gas - carbon dioxide - greenhouse gas - emissions - climate change - sustainability - conservation - efficiency - consumption - carbon footprint			- People need energy for homes, transport, industry and communication. - Different countries use different combinations of energy sources. - Fossil fuels are non-renewable. - Burning fossil fuels releases greenhouse gases including carbon dioxide. - Renewable energy sources include solar, wind, hydroelectric and geothermal power. - Renewable energy sources have advantages and disadvantages. - Energy use varies between countries and communities. - Reducing energy consumption can reduce environmental impacts. - Sustainable energy systems aim to meet people's needs while reducing environmental harm.			- Energy choices have environmental, social and economic consequences. - There is no single energy source that is perfect in every location. - Geography affects which energy sources are practical. - Sustainability requires consideration of future generations. - People's energy choices can contribute to wider environmental change. - Decisions about energy involve trade-offs.		
						- Classify energy sources. - Interpret energy-use graphs and charts. - Compare renewable and non-renewable sources. - Locate major energy-producing regions. - Analyse advantages and disadvantages. - Use data to support conclusions. - Compare energy strategies in different places. - Evaluate the sustainability of an energy choice. - Present and justify a geographical recommendation.		

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Subject: Time zones			Year Group: 6			Term: Autumn				
										
Vocabulary		Knowledge What children will know		Understanding What children will understand		Skills What children will be able to do				
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
		Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- Earth - rotation – the spinning of Earth on its axis - axis – an imaginary line through Earth's poles - day - night - latitude - longitude - Equator - Prime Meridian / Greenwich Meridian - hemisphere - time zone - UTC - International Date Line - local time - standard time		- Earth rotates on its axis. - Earth takes approximately 24 hours to complete one rotation. - Rotation causes day and night. - The Earth is divided into time zones. - Longitude is used to describe position east or west of the Prime Meridian. - The Prime Meridian passes through Greenwich in London. - Time generally becomes later as you travel east and earlier as you travel west. - There are approximately 24 main hourly time zones, although actual boundaries are more complicated. - The International Date Line is broadly opposite the Prime Meridian. - Countries sometimes alter time-zone boundaries for political, economic or practical reasons.		- Time zones exist because Earth rotates. - Longitude is directly connected to time. - Time zones are geographical systems but their boundaries are also influenced by people and governments. - The same moment occurs at different local times in different places. - Understanding time zones helps explain global communication, travel and trade.		- Locate the Equator and Prime Meridian. - Use latitude and longitude. - Identify time zones. - Calculate simple time differences. - Use maps to determine local times. - Explain the relationship between Earth's rotation and time. - Interpret time-zone maps. - Solve geographical problems involving international travel and communication. - Explain why time zones are important in a globally connected world.				

Subject: Global trade			Year Group: 6			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- trade – buying, selling or exchanging goods and services - global trade – trade between countries around the world - import – a product brought into a country - export – a product sold to another country - goods – physical products - services – activities provided for others - producer – someone or somewhere that produces goods - consumer – someone who buys or uses goods/services - supply chain – the stages involved in producing and delivering a product - manufacturing – making products - raw material - transport - port - market - tariff – a tax placed on imported goods - fair trade - ethical - globalisation – increasing connections and interdependence between countries			- Countries trade goods and services with one another. - Different countries produce different products. - Trade involves complex supply chains. - Products may involve raw materials from one country, manufacturing in another and consumers somewhere else. - Transport by ship, aircraft, road and rail enables global trade. - Major ports are important nodes in global trade. - Countries both import and export goods. - Global trade creates economic opportunities. - Global trade can have environmental and social consequences. - Workers and producers may experience global trade differently.			- Countries are economically interconnected. - Physical geography, resources, labour, technology and transport influence trade. - A product bought locally can have a genuinely global geographical story. - Global trade can create benefits but also inequalities and environmental costs. - Transport connects distant places. - Economic decisions in one place can affect people and environments elsewhere. - Geography helps us understand interdependence.			- Trace the journey of a product. - Use maps to show trade routes. - Identify major trading regions and ports. - Interpret trade data. - Analyse supply chains. - Compare the economic roles of different places. - Use flow maps. - Identify environmental impacts of transportation. - Consider different perspectives within a supply chain. - Make evidence-based judgements about global trade.		

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Subject: Coasts			Year Group: 6			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- coast – the area where land meets the sea - shore - wave - tide – the regular rise and fall of sea level - erosion – wearing away of material - transport – movement of eroded material - deposition – material being dropped or deposited - weathering – breakdown of rock in place - sediment – particles of rock or other material - cliff - beach - cave - arch - stack - stump - headland - bay - spit - dune - coastal management - sea defence - longshore drift			- Coasts are dynamic environments. - Waves can erode, transport and deposit material. - Weathering contributes to the breakdown of coastal rocks. - Different types of rock erode at different rates. - Erosion can produce features such as: - caves - arches - stacks - stumps - cliffs - Depositional processes can create: - beaches - spits - sand dunes - Longshore drift moves sediment along the coastline. - Waves and tides influence coastal environments. - People live and work in coastal areas. - Coastal erosion can threaten homes, roads and other infrastructure. - People use different approaches to manage coastal erosion and flooding.			- Coasts are constantly changing. - Coastal landforms result from interactions between rock type, waves, tides, weathering, erosion, transportation and deposition. - Erosion can be both a natural process and a geographical hazard for people. - Coastal management involves choices and trade-offs. - Protecting one location can sometimes affect another location. - Human activity can change coastal processes. - Different coastlines require different management approaches.			- Identify coastal landforms from photographs and maps. - Explain how coastal landforms develop. - Read diagrams of coastal processes. - Use maps and aerial photographs. - Interpret OS maps. - Use 4- and 6-figure grid references where appropriate. - Conduct coastal or local fieldwork. - Measure and record physical features. - Collect and present fieldwork data. - Analyse coastal change. - Compare coastal management strategies. - Evaluate the advantages and disadvantages of different approaches. - Use evidence to make a recommendation about coastal management.		

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