

Year 1 – Local area

<p>Recall</p>	<p>Past and present Talk about the people around them.</p> <p>People, Cultures and communities Talk about their environment</p> <p>Natural World Talk about the world around them</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Use globe, atlas and map to locate the UK. • Use a site map and aerial photograph of the school. <p>Fieldwork enquiry</p> <ul style="list-style-type: none"> • Use observational skills to note the difference between human and physical features such as house, shop, weather and soil. • Walk around the school and its grounds, with a map, noting down features in a survey – basic navigation. • Data recording of the weather.
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Location and Place</p> <ul style="list-style-type: none"> • Identify the UK: four countries, capital cities and surrounding seas. • What are the key landmarks of the UK and your local area. Include at least one physical and one human landmark in each country. (Consider British values here including the use of the Union Jack flag). <p>Geographical scale</p> <ul style="list-style-type: none"> • The home and school are local; and the UK is at a national scale. The world is at a global scale.

	<ul style="list-style-type: none"> • There are both human and physical features around us. Humans interact with the physical world and it affects us on a daily basis such as the weather – how does it affect us? • Record the daily weather in weather diary and note that the UK has four seasons.
Key Vocabulary	<p>Name four countries making up the UK.</p> <ul style="list-style-type: none"> • Use directional language – near/far and left/right. • Name the seven continents and five oceans.
Possible Misconceptions	Lack of familiarity with where they live, left/right / near/far
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year 1 – Europe	
Recall	<p>Past and present Talk about the people around them.</p> <p>People, Cultures and communities Talk about their environment</p> <p>Natural World Talk about the world around them</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Use globe, atlas and map to locate Europe . • Use direction including 4-point compass (N, S, E and W). • Introduce Google Earth and Google maps. <p>Identify patterns and links</p>

	<ul style="list-style-type: none"> • Identify similarities and differences
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Location and Place</p> <ul style="list-style-type: none"> • Identify Europe on a map and that it is a continent – use a globe and atlas to identify this. • Europe is made up of a number of different countries. • Identify a non-European country. <p>Geographical Scale</p> <ul style="list-style-type: none"> • Europe is a continent and it is at the international scale. The world is at a global scale. <p>Making Connections</p> <ul style="list-style-type: none"> • Compare the UK with a contrasting non- European location (rural vs urban) – chose a rural city in the UK and compare it with an urban city in Europe.. • Develop a case study of human and physical features of the location – what physical features are in the rural city? What human features are in the urban city?
Key Vocabulary	<p>Name four countries making up the UK.</p> <ul style="list-style-type: none"> • Use directional language – near/far and left/right. • Name the seven continents and five oceans. <p>address, capital, city, continent, country, local area, settlement, town, village</p>
Possible Misconceptions	Not understanding of wider locations. Using at atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year - 1 Wider world

<p>Recall</p>	<p>Past and present Talk about the people around them.</p> <p>People, Cultures and communities Talk about their environment</p> <p>Natural World Talk about the world around them</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Use globe, atlas and map to locate continents, oceans and Equator. <p>Fieldwork enquiry</p> <ul style="list-style-type: none"> • Class survey of holidays in UK and overseas and record the data collected – produce a graph. <p>Identify patterns and links</p> <ul style="list-style-type: none"> • Why do people travel? Examples and vocabulary • Name four countries making up the UK.
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Location and Place</p> <ul style="list-style-type: none"> • Identify, name and locate the world's seven continents and five oceans – use a globe to locate seven continents. Use an Atlas to locate five oceans. Label the oceans and continents on a blank map. • Introduce the Equator.

	<p>Geographical Scale</p> <ul style="list-style-type: none"> • Continents are at the global scale. <p>Making Connections</p> <ul style="list-style-type: none"> • Why do people travel between countries – to visit a city, town, forest, mountain and beach for holidays, or they may move for other reasons such as migration – Learn about why people travel between countries. Why would you go on holiday?
Key Vocabulary	<p>Name four countries making up the UK.</p> <ul style="list-style-type: none"> • Use directional language – near/far and left/right. • Name the seven continents and five oceans. <p>address, capital, city, continent, country, local area, settlement, town, village</p>
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year - 2 Local area

<p>Recall</p>	<p>Past and present Talk about the people around them.</p> <p>People, Cultures and communities Talk about their environment</p> <p>Natural World Talk about the world around them</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Create a map of the local area in which you live, with key and symbols. • Use aerial photographs to identify landmarks and key human and physical features in the local area. • Start to use 8-point compass directions. <p>Fieldwork enquiry</p> <ul style="list-style-type: none"> • Carry out a land-use study of human and physical features and landmarks in the local area. Pupils to create a hypothesis to test. <p>Identify patterns and links</p> <ul style="list-style-type: none"> • Identify similarities and differences between the maps.
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<ul style="list-style-type: none"> - Understand how land has been used in the local area – what is near where we live? - Undertake a land study of the local area – walk around local area and locate human and physical features. - What are the human and physical features in the local area, what are they used for? - Identify different locations on a map of the local area – school, home, shops - Use a globe and atlas to identify UK, Europe and the world.

Key Vocabulary	<ul style="list-style-type: none"> • Key, symbol, map, human and physical. • Sahara Desert and Antarctica. • Name a local and national river. • River, sea, ocean and valley.
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year - 2 Local area – Tulum and Mexico	
Recall	<p>Location</p> <p>Locate on a map UK, Europe, Equator and some oceans. Use direction, 4 points of a compass. Locate Continents and relevant capital cities.</p> <p>Human and Physical features</p> <p>Discuss the difference between human and physical features.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Locate on a globe, atlas and map. Locate North and South Poles and Equator. • Use aerial photographs to identify features and label. <p>Identify patterns and links</p> <ul style="list-style-type: none"> • Identify similarities and differences of seasons and weather in hot and cold deserts.

<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> - Use an atlas and globe to discover the continents and oceans of the world. - What are the effects of the equator and the poles on the climate worldwide? - Where is Mexico? Use an Atlas to locate and highlight key features - How are the human and physical features of Tulum different to my local area? Investigate the similarities and differences. - What are the similarities and differences between my local area and Tulum, Mexico?
<p>Key Vocabulary</p>	<p>beach, characteristics, climate, coast, coral reef, cenote, human feature, landscape, mangrove, marsh, Maya, North Pole, physical feature, rainforest, South Pole temperate, vegetation, weather</p>
<p>Possible Misconceptions</p>	<p>Not understanding of wider locations. Using an atlas, using a globe.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>

Year - 2 Local area – Local river	
Recall	<p>Location Locate on a map UK, Europe, Equator and some oceans. Use direction, 4 points of a compass. Locate Continents and relevant capital cities.</p> <p>Human and Physical features Discuss the difference between human and physical features.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Geographical knowledge • Identify a local and national river, such as the River Thames on a map. • Use aerial photographs and Google Earth to view.</p> <p>Fieldwork enquiry • Visit a local stream close to the school site to view – play ‘Poohsticks’.</p> <p>Examples and vocabulary • Name a local and national river. • River, sea, ocean and valley.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Location and Place • Name and locate a local and national river. Rivers are a physical feature which start in high ground and lead to the sea.</p> <p>Geographical Scale • Rivers occur at all scales, from local to global.</p> <p>Making Connections • Rivers are useful. How do humans use rivers – for transport,</p>
Key Vocabulary	<ul style="list-style-type: none"> • Key, symbol, map, human and physical. • Sahara Desert and Antarctica. • Name a local and national river. • River, sea, ocean and valley.
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year - 2 Local area – Tulum and Mexico

<p>Recall</p>	<p>Location Locate on a map UK, Europe, Equator and some oceans. Use direction, 4 points of a compass. Locate Continents and relevant capital cities.</p> <p>Human and Physical features Discuss the difference between human and physical features.</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Geographical knowledge • Identify a local and national river, such as the River Thames on a map. • Use aerial photographs and Google Earth to view.</p> <p>Fieldwork enquiry • Visit a local stream close to the school site to view – play ‘Poohsticks’.</p> <p>Examples and vocabulary • Name a local and national river. • River, sea, ocean and valley.</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Location and Place • Name and locate a local and national river. Rivers are a physical feature which start in high ground and lead to the sea.</p> <p>Geographical Scale • Rivers occur at all scales, from local to global.</p> <p>Making Connections • Rivers are useful. How do humans use rivers – for transport,</p>
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Key, symbol, map, human and physical. • Sahara Desert and Antarctica. • Name a local and national river. • River, sea, ocean and valley.
<p>Possible Misconceptions</p>	<p>Not understanding of wider locations. Using an atlas, using a globe.</p>

Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
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Year – 3 UK	
Recall	<p>Location</p> <p>Understand what a key on a map is used for. Identify local and national rivers. Similarities and differences between maps. Hot and cold climates</p> <p>Human and physical features</p> <p>Discuss what human and physical features we have in our local area.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>I can understand that places can have meaning to people. I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area in England. I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Name the countries and regions in the UK – on a map – colour code. Locate and label counties in the UK. Identify human and physical features of the UK Use a compass, keys and symbols to read a map Identify the key human and physical features of London Locate key physical and human features of the Yorkshire and Humber region.</p>
Key Vocabulary	<p>characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes,</p>

	population, river, rock formations, rural, topography, trade, urban, valley
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.

Year – Bee conservation	
Recall	<p>Location</p> <p>Understand what a key on a map is used for. Identify local and national rivers. Similarities and differences between maps. Hot and cold climates</p> <p>Human and physical features</p> <p>Discuss what human and physical features we have in our local area.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Understand how land can be used differently. Understanding of how bees are involved in physical processes and how land impacts the survival of them. Awareness of how to make their local area more environmentally friendly. Record data. Analyse data. Create a simple map using information learnt from a geographical enquiry.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Learning all about bees. The issues affecting bees. Creating a school environment that helps bees by creating an effective plan to conserve bees. Recording and evaluating the effectiveness of bee conservation in my school.</p>

Key Vocabulary	biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.

Year 3 – Land Use	
Recall	<p>Location</p> <p>Understand what a key on a map is used for. Identify local and national rivers. Similarities and differences between maps. Hot and cold climates</p> <p>Human and physical features</p> <p>Discuss what human and physical features we have in our local area.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Understand how land can be used differently. Understand that the UK is split into countries and regions Understand that settlements are split into smaller areas of land use – agricultural, residential, recreational and commercial. Hamlets, villages, towns and cities are settlements of different sizes. Understanding human processes in the UK and land use. Plan geographical enquiry and observational skills and use digital mapping to collect data. Record and collect data using tables and questionnaires.</p>

<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>The different types of land in the North East of England and how it is used.</p> <p>The different types of land in the East of England and how it is used.</p> <p>The different types of land in the Channel Islands and how it is used.</p> <p>Understand the important features of a settlement and why they settlers choose to live in specific places.</p> <p>Record the facilities that are available in our local area.</p> <p>Present and analyse information about our local facilities.</p>
<p>Key Vocabulary</p>	<p>biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species</p>
<p>Possible Misconceptions</p>	<p>Not understanding of wider locations. Using at atlas, using a globe.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>

Year 4 – Land Use

Recall	<p>Understand that the UK is split into countries and regions</p> <p>Understand that settlements are split into smaller areas of land use – agricultural, residential, recreational and commercial. Hamlets villages, towns and cities are settlements of different sizes.</p> <p>Understanding human processes in the UK and land use.</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Geographical knowledge – Locate UK on a world map using an atlas and map and interpret climate such as rainfall and temperature.</p> <p>Identify patterns and links – identify similarities and differences between the different climate zones; compare population density and distribution data for UK.</p>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Location and place – Identify where the UK is, it's surrounding countries and major cities.</p> <p>Investigate the key physical features within the UK.</p> <p>Investigate the climate zones that make up the UK.</p> <p>Compare different types of settlement in the UK.</p> <p>Understand why certain settlements are situated close to natural resources.</p>
Key Vocabulary	<p>Use key terms urban and rural to denote towns/cities and countryside; and magnitude, epicentre and focus with reference to earthquakes.</p> <ul style="list-style-type: none"> • Name locations of rainforests, rainforest layers and adaptations. • Use case studies of HIC and LIC countries.
Possible Misconceptions	Not understanding of wider locations. Using an atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year 4 – Rainforests

Recall	<p>Understand that the UK is split into countries and regions</p> <p>Understand that settlements are split into smaller areas of land use – agricultural, residential, recreational and commercial. Hamlets villages, towns and cities are settlements of different sizes.</p> <p>Understanding human processes in the UK and land use.</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Locate rainforests on a world map, atlas and globe.</p> <p>Analyse and interpret climate data such as rainfall and temperature.</p> <p>Virtual fieldwork using google maps. Identify patterns and links. Link rainforest location and climate to the tropical biome zone.</p> <p>Use examples of key human and physical features.</p>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Know that rainforests, such as the Amazon basin of Brazil, are found in the tropics. Identify the location of the rainforest biome in the context of lines and latitude and hemispheres.</p> <p>Understand the key physical characteristics of a rain forest such as four layers (emergent layer, understory, canopy, forest floor) and adaptations of vegetation.</p> <p>Identify animals and humans that have adapted to live in this ecosystem.</p> <p>Have knowledge of the types of human activity that are destroying the rainforests.</p> <p>Understand that the biome occurs at a global scale and is found in many continents. It is important at all scales including locally to indigenous people.</p> <p>Understand that rainforests provide a number of resources, that are used by humans.</p> <p>Know that destruction caused by humans can have an impact on the global climate.</p>
Key Vocabulary	
Possible Misconceptions	Not understanding of wider locations. Using atlas, using a globe.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

Year 4 – Earthquakes

Recall	<p>Understand that the UK is split into countries and regions</p> <p>Understand that settlements are split into smaller areas of land use – agricultural, residential, recreational and commercial. Hamlets, villages, towns and cities are settlements of different sizes.</p> <p>Understanding human processes in the UK and land use.</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<ul style="list-style-type: none"> • Locate and map major tectonic plates and identify earthquake distribution zones in the world. • Use photographs to recognise effects and responses <p>Do most earthquakes occur on tectonic plate boundaries.</p> <ul style="list-style-type: none"> • Does most damage and fatalities occur where population densities are high? • Compare similarities and differences of earthquakes
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Have knowledge of earthquake prone areas across the world and the damage (effects) that they can bring. Understand how earthquakes are measured.</p> <ul style="list-style-type: none"> • Understand what causes an earthquake to occur and that this is usually linked to the location of plate boundaries. Know that there are different types of plate boundaries. Geographical Scale • Understand that cause and effects are at the local and national scale, but response can be at the international scale. Link cause, effect and response to a country's level of development and political arena. <p>Making Connections</p>

	<ul style="list-style-type: none"> • How have humans adapted to living in an earthquake zone; what is the building design and technology needed to cope. Does this vary between countries and the level of development
Key Vocabulary	Magnitude, epicentre and focus with reference to earthquakes.
Possible Misconceptions	
Class Teacher Notes	

Year 5 – World Trade	
Recall	<ul style="list-style-type: none"> • Understand what causes an earthquake to occur and that this is usually linked to the location of plate boundaries. Know that there are different types of plate boundaries. Geographical Scale • Understand that cause and effects are at the local and national scale, but response can be at the international scale.
End Point Disciplinary Knowledge (National Curriculum Statements)	<ul style="list-style-type: none"> Use a map to locate local supermarket.; construct and plot bar graphs. • Identify trade routes on globe, atlas and maps. Fieldwork enquiry • Create a survey and analyse fieldwork data collected: qualitative and quantitative. Identify patterns and links • Which countries produce the most food
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<ul style="list-style-type: none"> • Locate the local supermarket in order to see where food comes from; focus on different countries and continents where the food is grown. • Identify trade routes and journeys made using different modes of transport such as sea, land and air. Consider the issue of 'food miles' when sourcing food. • Consider that farming takes place at both small and large scales and both for commercial and subsistence purposes. It is undertaken at the local to global scale.

	Making Connections • Between the human resources needed such as labour and physical such as water.
Key Vocabulary	• Name examples of UK food sources and use terms such as import/export, subsistence/ commercial, economic and different modes of transport.
Possible Misconceptions	
Class Teacher Notes	

Year 5 – Investigating Water	
Recall	<p>Use a map to locate local supermarket.; construct and plot bar graphs.</p> <ul style="list-style-type: none"> • Identify trade routes on globe, atlas and maps. Fieldwork enquiry • Create a survey and analyse fieldwork data collected: qualitative and quantitative. Identify patterns and links • Which countries produce the most food
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Geographical knowledge</p> <ul style="list-style-type: none"> • Use an Ordnance Survey map to undertake four and six figure grid references to locate a UK river. • Identify key river features using photographs. • Using data to look at water consumption and plotting graphs. Fieldwork enquiry • Virtual fieldwork using Google maps. Examples and vocabulary

	<ul style="list-style-type: none"> • Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Location and Place <ul style="list-style-type: none"> • Know that there are three courses and different landforms along a river. All rivers get wider with distance from the source. Geographical Scale <ul style="list-style-type: none"> • The hydrological cycle occurs on a global scale and rivers are present at the local, regional, national and international scale. The cycle is made up of key processes. • Water treatment can occur both locally and nationally and water consumption and pollution is not always confined within country borders. Making Connections <ul style="list-style-type: none"> • Both human and physical factors can cause flood risk events at all scales. • The land next to river is used for a variety of land use such as settlement, agriculture and transport
Key Vocabulary	Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle.
Possible Misconceptions	
Class Teacher Notes	

Year 5 – Climate Zones	
Recall	Identify key river features using photographs. <ul style="list-style-type: none"> • Using data to look at water consumption and plotting graphs.
End Point Disciplinary Knowledge (National Curriculum Statements)	Geographical knowledge <ul style="list-style-type: none"> • Use globe and atlas to locate the different zones. • Compare climate data and plot a climate graph. Identify patterns and links • Identify the link between latitude and climate.; and population and climate. • Is climate change occurring in all zones
Sequence of Learning / Contextual Knowledge	Location and Place

(Lesson ideas)	<ul style="list-style-type: none"> • Locate major climate zones of the world in each hemisphere; and have knowledge of the climate for each as well as land use, native vegetation and animals. • What is the population density and distribution of each; has it changed over time. <p>Making Connections</p> <ul style="list-style-type: none"> • Understand that human activity is causing irreversible damage to the climate zones.
Key Vocabulary	Use key terms such as polar, desert and tropical.
Possible Misconceptions	
Class Teacher Notes	

Year 6 – Improving environment: access for all

<p>Recall</p>	<p>Use globe and atlas to locate the different zones.</p> <ul style="list-style-type: none"> • Compare climate data and plot a climate graph. Identify patterns and links • Identify the link between latitude and climate.; and population and climate. • Is climate change occurring in all zones
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Fieldwork enquiry</p> <ul style="list-style-type: none"> • School site survey and local area survey of recycling facilities and renewable energies. <p>Identify patterns and links</p> <ul style="list-style-type: none"> • Where there is more provision, is the environment ‘cleaner’. <p>Examples and vocabulary</p> <ul style="list-style-type: none"> • Use a case study of UK sustainable living – BEDZED. • Use terms including renewable, sustainable, environment and pollution.
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Geographical Scale</p> <ul style="list-style-type: none"> • What environmental damage is taking place and at what scale. • How can we improve our environment at the local, national and global scales. <p>Making Connections</p>

	<ul style="list-style-type: none"> • How do humans use natural resources. How does our lifestyle affect the environment around us and cause environmental damage. Consider air, water and plastic pollution and fossil fuel use. • What measures can humans take to reduce impact on natural resources - examples of renewable energies such as wind, solar and tidal power; example of sustainable settlement such as BEDZED. What will be the technologies of the future to assist environmental change.
Key Vocabulary	Renewable, sustainable, environment and pollution.
Possible Misconceptions	
Class Teacher Notes	

Year 6 – Living on the edge

Recall

Fieldwork enquiry

- School site survey and local area survey of recycling facilities and renewable energies.

Identify patterns and links

- Where there is more provision, is the environment 'cleaner'.

Examples and vocabulary

- Use a case study of UK sustainable living – BEDZED.
- Use terms including renewable, sustainable, environment and pollution.

End Point

Disciplinary Knowledge

(National Curriculum Statements)

Location and Place

- Identify two key settlement locations - Dharavi, Mumbai and Moira camp in Greece. Locate within each country with capital cities and seas and oceans.
- Build knowledge of each settlement using a variety of resources; make a comparison between two different groups of people 'living on the edge' and analyse their quality of life and standard of living.

Geographical Scale

	<ul style="list-style-type: none"> • Compare the size of the settlements – population and land - and their location at the local, national and international scales. How long have they existed? <p>Making Connections</p> <ul style="list-style-type: none"> • What factors have caused them to have been created - Push and Pull factors of migration and categorise into Human and Physical. Categorise Push and Pull further into Economic, Environmental, Political and Social reasons
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Geographical Scale</p> <ul style="list-style-type: none"> • What environmental damage is taking place and at what scale. • How can we improve our environment at the local, national and global scales. <p>Making Connections</p> <ul style="list-style-type: none"> • How do humans use natural resources. How does our lifestyle affect the environment around us and cause environmental damage. Consider air, water and plastic pollution and fossil fuel use. • What measures can humans take to reduce impact on natural resources - examples of renewable energies such as wind, solar and tidal power; example of sustainable settlement such as BEDZED. What will be the technologies of the future to assist environmental change.
<p>Key Vocabulary</p>	<p>Renewable, sustainable, environment and pollution.</p>
<p>Possible Misconceptions</p>	
<p>Class Teacher Notes</p>	

