

Geography at Peel Park (Scheme - Kapow)



Autumn Term 2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(Autumn 1) Where do I live?</p> <p>Lesson Sequence:</p> <p>L1: Where do I live? <u>LI: I can say that I live in a town called Accrington.</u></p> <p>L2: Where is my town on a map? <u>LI: I can locate Accrington on the map.</u></p> <p>L3: What are the features of a map? <u>LI: I can identify key features of a map.</u></p>	<p>What is it like here?</p> <p>Lesson Sequence:</p> <p>L1: Where in the world are we? <u>LI: To locate the school on an aerial photograph.</u></p> <p>L2: What can we see in our classroom? <u>LI: To create a map of the classroom.</u></p> <p>L3: What can we find in our school grounds?</p>	<p>Would you prefer to live in a hot or cold place?</p> <p>Lesson Sequence:</p> <p>L1: Where are the continents? <u>LI: To name and locate the seven continents.</u></p> <p>L2: Where are the coldest places on Earth? <u>LI: To locate the North and South Poles.</u></p> <p>L3: Where is the Equator?</p>	<p>Why do people live near volcanoes?</p> <p>Lesson Sequence:</p> <p>L1: How is the Earth constructed? <u>LI: To name and describe the layers of the Earth.</u></p> <p>L2: Where are mountains found? <u>LI: To explain how and where mountains are formed.</u></p> <p>L3: Why and where do we get volcanoes? <u>LI: To explain why volcanoes happen and where they occur.</u></p>	<p>Where does our food come from?</p> <p>Lesson Sequence:</p> <p>L1: How can our food choices impact the environment? <u>LI: To explain the impact of food choices on the environment.</u></p> <p>L2: What does it mean to trade responsibly? <u>LI: To understand the importance of trading responsibly.</u></p> <p>L3: How do we get our chocolate?</p>	<p>What is life like in the Alps?</p> <p>Lesson Sequence:</p> <p>L1: Where are the Alps? <u>LI: To locate the Alps on a map.</u></p> <p>L2: What is it like in the Alps? <u>LI: To locate the key physical and human characteristics of the Alps.</u></p> <p>L3: Why do people visit the Alps? <u>LI: To describe the physical and human features of an Alpine region.</u></p>	<p>Why does population change?</p> <p>Lesson Sequence:</p> <p>L1: How does the global population change? <u>LI: To understand the change and distribution of the global population.</u></p> <p>L2: What are birth and death rates? <u>LI: To define birth and death rates and describe why they change.</u></p> <p>L3: Why do people migrate?</p>

<p>L4: What should I include on my map? <u>LI: I can draw a map to show my journey to school.</u></p> <p>L5: Unit Assessment</p>	<p><u>LI: To locate key features of the playground.</u></p> <p>L4: Where are the different places in our school? <u>LI: To draw a simple map.</u></p> <p>L5: How do we feel about our playground? <u>LI: To investigate how we feel about our playground.</u></p> <p>L6: Can we make our playground even better? <u>LI: To create a design to improve our playground.</u></p> <p>L7: Unit Assessment</p>	<p><u>LI: To locate the Equator on a world map.</u></p> <p>L4: What is life like in hot places? <u>LI: To compare the UK and Kenya.</u></p> <p>L5: Do we live in a hot or cold place? <u>LI: To investigate local weather conditions.</u></p> <p>L6: Would you prefer to live in a hot or cold place? <u>LI: To identify key features of hot and cold places.</u></p> <p>L7: Unit Assessment</p>	<p>L4: What are the effects of a volcanic eruption? <u>LI: To recognise the negative and positive effects of living near a volcano.</u></p> <p>L5: What are earthquakes and where do we get them? <u>LI: To explain what earthquakes are and where they occur.</u></p> <p>L6: Where have the rocks school come from? <u>LI: To observe and record the location of rocks around the school grounds and discuss findings.</u></p> <p>L7: Unit Assessment</p>	<p><u>LI: To describe the journey of a cocoa bean.</u></p> <p>L4: Where does our food come from? <u>LI: To map and calculate the distance food has travelled.</u></p> <p>L5: Are our school dinners locally sourced? <u>LI: To design and use data collection methods to find where our food comes from.</u></p> <p>L6: Is it better to buy local or imported food? <u>LI: To discuss the advantages and disadvantages of buying both locally and imported food.</u></p> <p>L7: Unit Assessment</p>	<p>L4: What is there to do in our local area? <u>LI: To investigate what there is to do in the local area using data collection.</u></p> <p>L5: How are the Alps different from our local area? <u>LI: To understand similarities and differences between the local area and an Alpine area.</u></p> <p>L6: What is life like in the Alps? <u>LI: To understand the human and physical geography of the Alps.</u></p> <p>L7: Unit Assessment</p>	<p><u>LI: To recognise the push and pull factors influencing migration.</u></p> <p>L4: How is climate change impacting the population? <u>LI: To begin to understand the impact climate change can have on the global population.</u></p> <p>L5: How is population impacting our environment? Data collection <u>LI: To collect data showing how population impacts the amount of traffic and litter in an area.</u></p> <p>L6: How is population impacting our environment? Findings <u>LI: To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</u></p>
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						L7: Unit Assessment
Spring Term 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What is life like in Africa?</p> <p>Lesson Sequence:</p> <p>L1: Where in the world is Africa? <u>LI: I can identify Africa on the world map.</u></p> <p>L2: What is a continent? <u>LI: I can say that Africa is a continent that is made up of 54 countries.</u></p> <p>L3: What is a country? <u>LI: I can say that Kenya is one of the countries in Africa.</u></p> <p>L4: What is the weather like in Africa?</p>	<p>What is the weather like in the UK?</p> <p>Lesson Sequence:</p> <p>L1: Where is the UK? <u>LI: To locate the four countries of the UK.</u></p> <p>L2: What are the four seasons? <u>LI: To identify seasonal changes in the UK.</u></p> <p>L3: What are the compass points? <u>LI: To identify the four compass directions.</u></p> <p>L4: What is the weather like today? <u>LI: To investigate daily weather patterns.</u></p>	<p>Why is our world wonderful?</p> <p>Lesson Sequence:</p> <p>L1: What are some of the UK's amazing features and landmarks? <u>LI: To identify geographical characteristics of the UK.</u></p> <p>L2: Where are some of the world's most amazing places? <u>LI: To locate some of the world's most amazing places.</u></p> <p>L3: Where are our oceans? <u>LI: To know the names of the five oceans and locate them on a map.</u></p> <p>L4: What is amazing about our local area?</p>	<p>Who lives in Antarctica?</p> <p>Lesson Sequence:</p> <p>L1: What is climate? <u>LI: To understand the position and significance of lines of latitude.</u></p> <p>L2: Where is Antarctica? <u>LI: To describe the location and physical features of Antarctica.</u></p> <p>L3: Who lives in Antarctica? <u>LI: To describe the human features of Antarctica.</u></p> <p>L4: Who was Shackleton? <u>LI: To use four-figure grid references to plot Shackleton's route to Antarctica.</u></p>	<p>Why are rainforests important to us?</p> <p>Lesson Sequence:</p> <p>L1: Where in the world are the tropical rainforests? <u>LI: To describe and give examples of a biome and find the location and some features of the Amazon rainforest.</u></p> <p>L2: What is Amazon rainforest like? <u>LI: To describe the characteristics of each layer of a tropical rainforest.</u></p> <p>L3: Who lives in the rainforest? <u>LI: To understand the lives of indigenous peoples living in the Amazon rainforest.</u></p>	<p>Why do oceans matter?</p> <p>Lesson Sequence:</p> <p>L1: How do we use our oceans? <u>LI: To explain the importance of our oceans.</u></p> <p>L2: What is the Great Barrier Reef? <u>LI: To locate and describe the significance of the Great Barrier Reef.</u></p> <p>L3: Why are our oceans suffering? <u>LI: To explain the impact humans have on coral reefs and oceans.</u></p> <p>L4: What can we do to help oceans? <u>LI: To understand ways to keep our oceans healthy and</u></p>	<p>Where does our energy come from?</p> <p>Lesson Sequence:</p> <p>L1: Why is energy important? <u>LI: To know why energy sources are important.</u></p> <p>L2: What is renewable energy? <u>LI: To understand the benefits and drawbacks of different energy sources.</u></p> <p>L3: How does the United States generate energy? <u>LI: To understand how energy is generated in the United States.</u></p> <p>L4: How does the United Kingdom generate energy?</p>

<p>L1: What is an island? <u>LI: I can say what an island is.</u></p> <p>L2: How do pirates travel? <u>LI: I can say that pirates travel to different islands.</u></p> <p>L3: Where is the sea on a map? <u>LI: I can identify the sea on a map.</u></p> <p>L4: What would I see at the sea? <u>LI: I can talk about what we can find at the sea.</u></p> <p>L5: What do I remember from my visit to the sea? <u>LI: I can talk about my own experience of visiting the sea.</u></p> <p>L6: Unit Assessment</p>	<p>L1: What can we see in our local area? <u>LI: To recognise physical and human features.</u></p> <p>L2: Can we map our local area? <u>LI: To draw a sketch map.</u></p> <p>L3: Where in the world is China? <u>LI: To name and locate some continents on a world map.</u></p> <p>L4: What can you see in China? <u>LI: To identify physical and human features of a non-European country.</u></p> <p>L5: What is Shanghai like? <u>LI: To describe what it is like in Shanghai.</u></p>	<p>L1: Where are the seas and oceans surrounding the UK? <u>LI: To locate the seas and oceans surrounding the UK.</u></p> <p>L2: What is the coast? <u>LI: To explain what the coast is.</u></p> <p>L3: What are the features of the Jurassic Coast? <u>LI: To identify the physical features of the coast.</u></p> <p>L4: How do people use Weymouth? <u>LI: To identify human features on the coast.</u></p> <p>L5: How do people use our local coast? Data collection <u>LI: To investigate how people use the local coast.</u></p> <p>L6: How do people use our local coast? Findings</p>	<p>L1: What is a settlement? <u>LI: To describe different types of settlements.</u></p> <p>L2: How is land used in my local area? <u>LI: To identify the human and physical features in the local area.</u></p> <p>L3: Can I explain the location of features in my local area? <u>LI: To discuss why physical and human features are in particular locations.</u></p> <p>L4: How has my local area changed over time? <u>LI: To describe how land use in the local area has changed.</u></p> <p>L5: How is land used in New Delhi? <u>LI: To identify land use in New Delhi.</u></p>	<p>L1: What is the water cycle? <u>LI: To describe how the water cycle works.</u></p> <p>L2: How is the river formed? <u>LI: To recognise the features and courses of a river.</u></p> <p>L3: Where can we find rivers? <u>LI: To name and locate some of the world's longest rivers.</u></p> <p>L4: How are rivers used? <u>LI: To describe how rivers are used.</u></p> <p>L5: What can we find out about our local river? <u>LI: To identify and locate human and physical features on a map.</u></p> <p>L6: What features does our local river have?</p>	<p>L1: What is a hot desert biome? <u>LI: To summarise the characteristics of a desert biome.</u></p> <p>L2: Where are deserts located? <u>LI: To locate and explore features of deserts.</u></p> <p>L3: What physical features are found in a desert? <u>LI: To describe the physical features of a desert environment.</u></p> <p>L4: How can people use deserts? <u>LI: To explain the different ways humans can use deserts.</u></p> <p>L5: What are the threats to deserts? <u>LI: To describe some of the threats of desert environments.</u></p> <p>L6: Would you like to live in a desert?</p>	<p>L1: Developing an enquiry question. <u>LI: To develop an enquiry question.</u></p> <p>L2: Creating data collection methods. <u>LI: To determine the most effective data collection methods for fieldwork.</u></p> <p>L3: Mapping a route. <u>LI: To plan a route for a fieldwork trip.</u></p> <p>L4: Collecting the data. <u>LI: To collect the data to answer the enquiry question.</u></p> <p>L5: Analysing the data. <u>LI: To determine an answer to the enquiry question.</u></p> <p>L6: Presenting the data. <u>LI: To present my findings.</u></p> <p>L7: Unit Assessment</p>
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