



Geography – Medium Term Planning

Y3/4

This is a working document – specific lesson content can be adapted by teachers as each unit is taught.

Each lesson will follow the lesson structure through a powerpoint that includes:

- POP (Point of Progress) task – a question or discussion to recall knowledge from a previous unit (examples at the end of each unit);
- Recap of the last lesson;
- New knowledge;
- Key vocabulary;
- Activity;
- Plenary and self-assessment.

Lesson slides are added to a folder on the Onedrive.

Teachers will build up a working wall in the classroom to show the 'journey' through each unit. This will include learning objectives key vocabulary and examples of work that can be referred back to over the course of the unit. The display will feature the Chris Quigley core concepts of 'Investigate Places', 'Investigate Patterns' and 'Communicate Geographically' and the symbols for the seven knowledge categories: Location, Physical Processes, Human Processes, Physical Features, Human Features, Diversity and Techniques.

The learning objectives and success criteria will be stuck into books, at the start of a unit, with a knowledge organiser for the children to track their progress throughout the unit.

At the end of each unit, teachers will assess the children as 'basic', 'advancing' or 'deep' through a short test (verbal or written). Questions are found at the end of unit. Teachers can decide how to present this for their class.

Before teaching Geography each year:

- Teachers will do a lesson on what makes a good geographer.
- Explain that, as geographers, we investigate places, investigate patterns and communicate geographically (Key concepts)
- Explain that Geography knowledge is divided into seven categories: Location, Physical Processes, Human Processes, Physical Features, Human Features, Diversity and Techniques.

<u>Autumn Term – Year A</u> <i>Describing maps of the world (local fieldwork)</i>			
<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
Human endeavour in creating maps for us to explore the world.		We can use maps to help us explore our local area. We can explore the nature around us.	Maps open our eyes to a diverse and varied world.
Milestone 2	Investigate Places	Investigate Patterns	Communicate Geographically
	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe how the locality of the school has changed over time.	• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Vocabulary	equator, North Pole, South Pole, Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, time zone, Prime Meridian, longitude and latitude		
Prior learning	Continents and Oceans (Y1/2 Year B) Describing Maps (Y1/2 Year A) Climate and Weather (Y1/2 Year A)		

Visits and experiences	Walk in the local area to follow and OS Map and use a compass.		
Lesson	Knowledge (see webs p88-90)	Learning Question	Lesson Outline
1	- To locate the equator, Tropic of Cancer and Capricorn - To know the climate of countries between the Tropics of Cancer and Capricorn - To know that east-west direction lines are lines of latitude	<i>Where are the Tropics of Cancer and Capricorn?</i> SC: - I can identify the equator, Tropic of Cancer and Capricorn (B) - I know that the east to west lines are lines of latitude (B) - I can describe the climate of the countries between the Tropics of Cancer and Capricorn. (A, D)	
2	- To locate the Prime Meridian line. - To know how the hemispheres split the Earth - To know north-south lines are lines of longitude	<i>What is the Prime Meridian Line?</i> SC: - I can locate the Prime Meridian Line (B) - I know that the north-south lines are lines of longitude (B) - I can explain how different parts of the world are in different time zones (A)	
3	to know the eight points of a compass	<i>Why is a compass useful?</i> SC - I know the four points of a compass and use a rhyme to help me(B) - I know the eight points of a compass (B, A) - I can use a compass to check I am walking in the right direction (A)	
4	- to know key map symbols on an OS Map - to know what contour lines on SCA map tell us.	<i>What do map symbols tell us?</i> SC: I know some key map symbols of an OS Map (B)	

		I can identify key places on an OS Map and describe contour lines (A)	
5	to know how to read an OS map and use this to explore the local area.	<i>Can we find the highest point nearest to Scamblesby?</i> SC: - I can identify a route on an OS map with support (B) - I can map out my own route and follow this with support (A) - I can independently map out of a route and follow it (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Locate equator tropics and prime meridian line on a map. Label the western and eastern hemispheres Label a compass with the eight points. Follow an OS map on a walk through Scamblesby.	Apply knowledge of map techniques to describe the locations of: - Greenwich - School - Capital cities of UK - Five European cities	Relate knowledge of lines of longitude to time zones by: - Explaining the concept of time zones - Investigating the relationship of the international date line and the prime meridian.

Spring Term – Year A

Landscapes and erosion

Spring Term – Year A

Landscapes and erosion

Endeavour

We will appreciate the endeavour of the people working to defend our coastlines and protect the rivers.

Endeavour

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Community

We will appreciate our role in protecting our local environment.

Community

We will appreciate our role in protecting our local environment.

Diversity

We will appreciate our diverse world.

Diversity

We will appreciate our diverse world.

Milestone 2

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.

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Investigate Patterns

- Describe geographical similarities and differences between countries.

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Communicate Geographically

- Describe key aspects of:
 - **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 - **human geography**, including: settlements and land use.

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Vocabulary

Weathering, constantly, contributing, pollution, landforms, watercourse, tributaries, source, mouth, channel, river bed, reaches, meanders, deltas, estuary, landform, summits, mountain ranges, magma, plate tectonics, erosion, transportation, deposition, youthful, middle-aged, mature, ox-bow lakes, tourist destinations, artificial structures, advantages, prevent, promenade, boulders, maintain, groynes, sea walls, rock armour
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Prior learning	
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Countries of the UK (Y1/2 Year A)
Europe (Y3/4 Year A)
The Water Cycle and Climate (Y3/4 Year A)

Visits and Experiences	Visit to Hubbard's Hills to see the River Ludd or to the beach.		
Lesson	Knowledge (see webs p100, 102, 104, 108, 110)	Learning question	Lesson outline
1	- To know the physical process of weathering - To describe mechanical and chemical weathering	<i>How does weathering happen?</i> SC: - I can name different types of weathering (B) - I can explain the physical process of weathering (A) - I can describe and explain the difference between mechanical and chemical weathering (D)	
2	- To know the physical process of how a river is formed - To identify the physical features of a river. - To know why bridges are built.	<i>What is a river?</i> SC: - I know how a river is formed (B) - I know the physical features of a river and can explain them (A) - I know reasons why bridges are built (D)	
3	- To know the physical processes that shape landforms - To describe how volcanoes, fold and block mountains are formed	<i>What is a mountain?</i> SC: - I know how mountains are formed (B) - I can describe and compare how volcanoes, fold and block mountains are formed (A, D)	
4	- To know the process of erosion - To describe the three stages of a river	<i>How are erosion and deposition caused?</i> SC: - I know what erosion is. (B) - I can describe the process of erosion (A) - I can describe the three stages of a river (D)	
5	to know the physical processes that create coasts	<i>How are coastlines created and managed?</i>	

	to know how coastlines are managed	SC: - I can describe the processes that create coasts (B) - I can name some sea defences (A) - I can compare the effectiveness of different sea defences (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Describe the process of weathering What is a fossil fuel? Draw a cross section of a river and describe its shape What is the name for the end of a river? Define the word 'landform' Describe the physical processes that create fold mountains. Draw and label the three stages of a river. Define the word erosion Draw and label sea defences.	Compare and contrast the weathering of a road surface with that of a limestone building in a city. Explain why bridges are situated where they are. Compare the physical process that form volcanoes, fold and block mountains. Explain why, when a river floods at its mature stage, the soil becomes more fertile. Compare and contrast the sea defences of Holderness and Blackpool.	Do you agree? Chemical weathering is a result of irresponsible human processes? Investigate the physical features of a European river estuary Make generalisations about the influence of physical processes on landforms. Do you agree? Speed of river flow and deposition are closely linked. Make generalisations about the rates of erosion and the types of rocks that coastlines are formed from.

Summer Term – Year A

What is the water cycle and how can we explain different climates?

<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
We will understand the endeavour of people working hard to protect our world as well as those campaigning.		We will understand our role in doing our bit to protect our world.	We will appreciate our diverse world.
Milestone 2	Investigate Places	Investigate Patterns	Communicate Geographically
	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location.	• Describe geographical similarities and differences between countries.	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.
Vocabulary	Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, time zone, topographical, land use, water cycle Topic: atmosphere, continuous, evaporation, condensation, run-off, percolation, precipitation, cumulonimbus, stratus, cumulus, cirrus, climate, weather, adapt, carbon dioxide, methane, excretion, deforestation		
Prior Learning	Weather and climate (Y1/2 Year A) Describing maps of the world (Y3/4 Year A)		

Visits and Experiences	Visit to the coast		
Lesson	Knowledge (see webs p130, 132, 134)	Learning Question and Success Criteria	Lesson Outline
1	- to know the five steps of the water cycle - to know what is meant by 'a continuous cycle'	<i>What is the water cycle?</i> SC: - I know the five steps of the water cycle (B) - I can describe what happens at each stage. (A) - I can describe 'a continuous cycle' (D)	share video: https://www.youtube.com/watch?v=1fkWLbZFbJM children to draw/use image to describe the five steps. See slides.
2	- to know how clouds are formed - to know the names of different clouds and their position in the atmosphere.	<i>How are clouds formed?</i> SC: - I can name some different clouds (B) - I know how clouds are formed (A) - I know the positions of these clouds in the atmosphere. (D)	Share video: https://www.bbc.co.uk/bitesize/topics/z6hv9j6/articles/zj3fhcw Use pictures/or draw different clouds to explain them. See slides.
3	- to know different climate zones around the world - to know that weather changes (M1 p66-67)	<i>What are the different climate regions in the world?</i> SC: - I know the different climate zones around the world. (B) - I can describe how weather changes. (A,D)	https://www.youtube.com/watch?v=Ob8zzXjDfc4 discuss the differences between weather and climate children to colour a map to show the different climate zones and describe them. See slides.
4	to know the causes of climate change	<i>What are the causes of climate change?</i> SC - I can describe climate change. (B) - I know some causes of climate change. (A)	https://www.bbc.co.uk/bitesize/articles/z4q3f82 write an explanation text to describe the causes of climate change. See slides

		I can explain some causes of climate change (D)	
5	- to know how the effect of climate change impacts the planet, humans and animals. - To know how climate change is managed	<i>What is the effect of climate change?</i> SC: - I can describe how climate change impacts the planet, humans and animals (B) - I can explain ways that climate change is managed. (A, D)	Discuss what impact climate change is having on humans and animals. Write an explanation text to describe this. See slides
End of Unit Assessment	Basic	Advancing	Deep
	Illustrate and describe the five steps of the water cycle. How are clouds formed? Draw and label the different positions of clouds. Define the words 'weather' and 'climate' Describe the process of climate change	Compare and contrast the process with another physical process. Identify clouds in pictures.	Relate your knowledge of rivers to your knowledge of the water cycle. Investigate geographical areas where climate change is having a noticeable effect.

Autumn Term – Year A

Geographical similarities and differences of European locations.

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Endeavour

We will understand the hard work put in by people working to protect our world.

Endeavour

We will understand the hard work put in by people working to protect our world.

Community

We will appreciate where Scamblesby fits into Europe.

Community

We will appreciate where Scamblesby fits into Europe.

Diversity

We will appreciate the diverse culture across the countries of Europe.

Diversity

We will appreciate the diverse culture across the countries of Europe.

Milestone 2

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

- Use a range of resources to identify the key physical and human features of a location.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

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Vocabulary

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Prior learning

Continents and Oceans (Year 1/2 Year B)
Describing Maps (Y3/4 Year A)

Visits and experiences	A day in school celebrating European culture – food and traditions.		
Lesson	Knowledge (see webs p92, 94, 96, 98)	Learning question	Lesson Outline
1	- To name and locate countries and regions of Europe - To know how many countries there are in Europe - To know how many different languages are spoken in Europe.	<i>How many countries are in Europe?</i> SC: - I can name at least 5 countries of Europe and locate them on a map. (B, A) - I know how many countries there are in Europe. (B, A) - I know how many languages are spoken in Europe. (B, A)	Children to identify the countries and capital cities on a map of Europe. See PP
2	- To know the population of Europe and some individual countries - To know the three types of language spoken in Europe.	<i>What is the population of Europe?</i> SC: - I know the population of Europe (B) - I know the population of different countries and can compare this (A) - I know the three types of languages –Romance, Germanic and Slavic. - I can explain the differences in populations.	Children to identify population of different countries on a map. Some to draw a graph to show the different populations. Children to identify the different languages spoken across Europe.
3	- To know the five primary rivers in Europe and mark their routes - To know the lengths of the five primary rivers.	<i>What are the main rivers that flow through Europe?</i> SC: - I know the name of the five primary rivers (B) - I can mark the routes of the Volga, Danube, Rhine, Elbe and Loire rivers on a map (A) - I know and can compare the lengths of the rivers in Europe (D)	
4	- to name and locate mountains in Europe - to know the physical features of mountains	<i>What is the tallest mountain in Europe?</i> SC: - I know the name of some of Europe's mountain ranges (B) - I can locate the mountains of Europe on a map (A)	

		I can explain the physical features of mountains (D)	
End of Unit Assessment	Basic	Advancing	Deep
	How many countries are in Europe? Locate and name main countries on a map. How many languages are spoken? What is Europe's most northerly city? What is the population of Europe and why is it surprising? Which language is spoken by most Europeans? Name and locate rivers in Europe Name and locate mountains in Europe How do you measure how tall a mountain is?	Organise information about common words and phrases used in three different languages Graph the populations of the countries in Europe Point out the features of a delta Compare and contrast the locations of the Ural Mountains and the Scottish Highlands.	Investigate cultural differences of an eastern and western European country by looking at types of languages spoken and food eaten. Investigate the Vatican City Investigate the route of one of the primary five rivers and find significant information about the places it flows through. True or false? The longest mountain range in Europe forms the border with Asia?

Spring Term – Year B

How are volcanoes and earthquakes caused?

Spring Term – Year B

How are volcanoes and earthquakes caused?

Endeavour

We will appreciate the endeavour shown by geologists to protect and monitor, the work of emergency services when a disaster happens and the determination of the people that may be affected.

Endeavour

We will appreciate the endeavour shown by geologists to protect and monitor, the work of emergency services when a disaster happens and the determination of the people that may be affected.

Community

We will understand why Scamblesby and our country are not really affected by volcanoes and earthquakes.

Community

We will understand why Scamblesby and our country are not really affected by volcanoes and earthquakes.

Diversity

We will appreciate our diverse world and the communities affected by volcanoes and earthquakes.

Diversity

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Milestone 2

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
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Vocabulary
Prior learning

Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, time zone, topographical, land use, volcano, water cycle, earthquake Topic: plate tectonics, volcanoes, erupt, core, mantle, crust, dormant, collision, subduction, magnitude, meteoric, intensity, tsunami Describing maps (Y3/4 Year A) Climate and weather (Y3/4 Year A) Landscapes and erosions (Y3/4 Year B)
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Prior learning

Describing maps (Y3/4 Year A)
Climate and weather (Y3/4 Year A)
Landscapes and erosions (Y3/4 Year B)

Experiences and visits

Create home-made volcanoes. Visit from a geologist.

Lesson	Knowledge (see webs p124, 126, 128)	Learning question	Lesson Outline
1	- to describe the Earth's core, outer core, mantle and crust - to know what tectonic plates are and locate them on a world map - to know the physical processes that cause earthquakes and volcanoes	<i>What are tectonic plates?</i> <i>How are earthquakes and volcanoes caused?</i> SC: - I can identify the Earth's core, mantle and crust. (B) - I know what a tectonic plate is and can locate them on a map (B) - I can describe the physical processes that cause earthquakes and volcanoes. (A, D)	<u>1</u>
2			<u>2</u>
3	- To know the location of the Pacific Ring of Fire - To explain the process of subduction	<i>What is the Pacific Ring of Fire?</i> SC: - I can locate the Pacific Ring of Fire on a map (B) - I can explain the process of subduction and explain why most volcanoes occur within the Pacific Ring of Fire (A)	
4	To describe the impact an earthquake	<i>What was the impact of the 2004 Boxing Day tsunami?</i> SC: - I can describe the impact of an earthquake (B) - I can compare the impact of two different earthquakes (A) - I can investigate the causes of an earthquake and explain the impact (D)	
5	to describe the impact of a volcano	<i>What was the impact of Mount Vesuvius' eruption in 79CE?</i> SC: - I can describe the impact of a volcano (B) - I can compare the impact of two different volcanoes (A)	

		I can investigate the causes of a volcano and explain the impact (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Label the Earth's core, mantle and crust. Describe tectonic plates. What happens when tectonic plates move? Describe the location of the Pacific Ring of Fire Describe the impact of an earthquake or volcano	Compare and contrast the Earth's crust and mantle Explain why about 90% of the world's volcanoes happen around the Pacific Ring of Fire. Compare and contrast the impact of a volcanic eruption and an earthquake.	Investigate how the world's continents have changed in appearance since the creation of Earth. Always, sometimes or never? A volcano can erupt after it has been dormant for many years. Investigate the extent of the area affected by the 2004 Boxing Day tsunami.

Summer Term – Year B

How are goods and people transported around the world?

<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
We will understand the endeavour shown by those that work in importing and exporting goods. We will appreciate the hard work of people who work in the tourism industry.		We will understand how Scamblesby fits into the national and international transport network. We will consider why Lincolnshire is a tourist destination.	We will appreciate our diverse and changing world.
Milestone 2	Investigate Places	Investigate Patterns	Communicate Geographically
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Vocabulary	Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, time zone, topographical, land use, volcano, water cycle, earthquake Advantages, disadvantages, congestion, pollution, vulnerable, public transport, cars, bicycles, goods vehicles, networks, bridleway, conflict, motorway, main road, minor road, national, international, import, export, food miles, food security, tourism, culture, intangibility.		
Prior learning	Maps (Y3/4 Year A) UK (Y1/2)		
Experiences and visits	Visit to nearby railway, docks? Tourist destination – Skegness?		

Lesson	Knowledge (see webs p112, 114, 116, 118, 122)	Learning question	Lesson outline
1	- to know transportation is the movement of people and things from one location to another - to know the advantages and disadvantages of different types of transport	<i>How are people transported from city to city?</i> SC - I can name different types of transport - I can describe the advantages and disadvantages of a range of transport. - I can explain what is meant by congestion.	
2	- to know why people travel in the UK - to name different types of travel and identify advantages and disadvantages	<i>How do people travel nationally?</i> SC - I can identify different types of roads in the UK. - I can explain reasons for people travelling within the UK. - I can explain the advantages and disadvantages of different modes of transport.	
3	- to know the importance of international transportation - to know the advantages and disadvantages of different types of transport	<i>How are people and goods transported internationally?</i> SC - I can name different modes of international travel. - I can explain why people and goods are transported internationally - I can explain the advantages and disadvantages of different modes of transport.	
4	to locate the origin of foods imported into the UK	<i>Where does our food come from?</i> SC - I can locate places in the world where my food comes from. - I can explain what is meant by import and export and food miles.	

5	- to know some popular tourist destinations and identify them on a map. - To explain why places are tourist destinations	<i>What is a tourist destination?</i> SC - I can name some popular tourist destinations and locate them on a map - I can explain why some places are cultural attractions - I can research popular historic tourist destinations in Europe.	
End of Unit Assessment	Basic	Advancing	Deep
	What is transport? Name different types. What does it mean to 'transport'? List reasons for transportation in cities. What is congestion? Describe ways London is trying to reduce congestion? Mark different roads, railways and airports on a map What is a transport network? What is a port? List the advantages and disadvantages of air travel, sea freight, rail, roads, passenger ships. Define the term 'food miles' List and describe features of tourism.	Compare and contrast transport in cities and national transport. Graph statistics about national transport in the UK Explain why the Suez and Panama canals are useful for sea freight. Explain why oranges and bananas are imported to the UK. Explain what is meant by cultural attractions	Suggest ways to reduce pollution in cities. Do you agree: Motorways are the best way to travel between cities. Compile information about international sea freight from the UK. Investigate the issue of food security in African countries. Select and compile information about some of the most iconic historical tourist attractions in Europe.

	Locate and mark on a map some of the most visited tourist destinations.		
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