



Geography – Medium Term Planning

Y1/2

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 they present these.

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.

Autumn Term – Year A

What are the countries of the United Kingdom?

What are the countries of the United Kingdom?

Endeavour

Human endeavour to build significant features of the United Kingdom.

Endeavour

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Community

The United Kingdom contains many different communities and we can celebrate how Scamblesby fits into this.

Community

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Diversity

An understanding that the United Kingdom is a very diverse country.

Diversity

An understanding that the United Kingdom is a very diverse country.

Milestone 1

Investigate Places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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Investigate Patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

- ## Investigate Patterns
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Communicate Geographically

- Use basic geographical vocabulary to refer to:
- **key physical features**, including:
beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- **key human features**, including:
city, town, village, factory, farm, house, office and shop.

- ## Communicate Geographically
- Use basic geographical vocabulary to refer to:
 - **key physical features**, including:
beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
 - **key human features**, including:
city, town, village, factory, farm, house, office and shop.

Vocabulary

Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, human features, physical features, United Kingdom (UK), vegetation, factory, farm, house, office, shop, compass, north, south, east, west, construct, symbol, grid reference, surrounding, seasonal, daily, weather, hot, cold, equator, North Pole, South Pole, beach, coast, hill, mountain, river, soil, valley

	Topic: united, union, monarchy, democratic, government, archipelago, population, emblem, resembles, peak, migrated, tourism, refugees, rural, munros, legend, remote, inhabitants, preserved counties, Gaelic, causeway, hexagonal columns, conflict		
Prior learning			
Visits and experiences	Potential visit to local hills and rivers – Hubbard's Hills?		
Lesson	Knowledge (P38-47)	Learning question	Lesson outline
1	- To know the countries that make up the United Kingdom - To know the location of the UK - To know what united, monarchy and democratic government mean	<i>What is the United Kingdom?</i> Success Criteria: I can name the four countries of the UK (Basic) I can describe where the UK is and the oceans that surround it. (Advancing) I can explain what a monarchy and democratic government are. (Deep)	Labelling a map of UK
2	- To know the location of England - To describe physical features of England - To describe human features of England - To know that England is a diverse country	<i>What is like to live in England?</i> SC: I can find England on a map of the UK I can describe the key rivers and mountains of England. I can describe the key human features of England. I can explain how England is diverse.	Physical: Pennines, Lake District, River Thames, Trent Human: tourism, shops, cinema, theatre.
3	- To know the location of Scotland - To describe physical features of Scotland - To describe human features of Scotland - To know that Scotland is a diverse country	<i>What is it like to live in Scotland?</i> I can find Scotland on a map of the UK I can describe the key rivers and mountains of Scotland. I can describe the key human features of Scotland. I can explain how Scotland is diverse.	Physical: Ben Nevis, Loch Ness Human: Edinburgh, Glasgow – shops, cinemas, theatres etc. Comparison of rural and urban areas.
4	- To know the location of Wales - To describe physical features of Wales	<i>What is it like to live in Wales?</i> I can find Wales on a map of the UK	Physical: Snowdon, Brecon Beacons, Pembrokeshire Coast

	- To describe human features of Wales - To know that Wales is a diverse country	I can describe the key rivers and mountains of Wales. I can describe the key human features of Wales. I can explain how Wales is diverse.	Human: Cardiff, Swansea... shops, cinemas, theatres etc. Comparison of rural and urban areas Farming as a major industry.
5	- To know the location of Northern Ireland - To describe physical features of Northern Ireland - To describe human features of Northern Ireland - To know that Northern Ireland is a diverse country	<i>What is it like to live in Northern Ireland?</i> I can find Northern Ireland on a map of the UK I can describe the key rivers and mountains of Northern Ireland. I can describe the key human features of Northern Ireland. I can explain how Northern Ireland is diverse.	Physical: Lough Neagh (largest freshwater lake), Sperrin, Mourne and Antrim Plateau Mountains. River Bann, Foyle and Mourne. Giant's Causeway Human: Belfast shops, cinemas, theatres etc. Comparison of rural and urban areas
End of Unit Assessment	Basic	Advancing	Deep
	Identify the four countries and surrounding oceans on a map Identify key physical and human features of the four countries Name some mountains in the UK Name the capital cities What word describes people who have moved from one country to another?	Compare and contrast two countries of the UK. Explain why population differs in the Scottish Highlands compared to major cities Explain what is meant by monarchy and democratic government.	Always, sometimes or never: Rural areas have rivers but cities have houses? Investigate why national parks attract visitors.

Spring Term – Year A

Describing maps of the world Exploring maps (Local fieldwork)

<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 1	Investigate Places	Investigate Patterns	Communicate Geographically
	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.		• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Vocabulary	Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, human features, physical features, compass, north, south, east, west, construct, symbol, grid reference, North Pole, South Pole,		
Prior learning	Study of UK		
Visits and Experiences	Walk in local area – loop through village and past chicken farm		

Lesson	Knowledge (see webs 34-36)	Learning question	Lesson Outline
1	to know the techniques of using maps and atlases	How can a map or an atlas help me be a geographer? SC: - I know that an atlas, map, globe and satellite will help me be a geographer. - I can find places of interest in an atlas or on a globe - I can compare different techniques.	Lots of maps and atlases available for children to explore and compare. Children to consider which would be most effective for different tasks.
2	- to know the four points of a compass - to identify north, east, south, west on an image of Earth	What are the four points of a compass? SC: - I know that a compass shows me direction. - I know N, E, S, W on a compass (and might use a rhyme to help me) - I can identify N, E, S, W on a map.	Have the points of the compass displayed in the classroom all year.
3	to know how satellite images are used	How are satellite images used? SC: - I can describe satellite images. - I can compare a satellite image to a map. - I can explain why satellite images are useful.	
4	to know where the North Pole, South Pole, equator, Northern Hemisphere and Southern Hemisphere are.	How are parts of our world named? SC: I can identify the North Pole, South Pole, equator, Northern Hemisphere and Southern Hemisphere on a map of the world. I can explain some differences between the poles and hemispheres.	

5	To use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	What does my locality look like on a map? SC: I can follow a map of Scamblesby on a walk. I can identify the key physical and human features of Scamblesby.	Fieldwork in Scamblesby. Follow a map and identify the key physical and human features.
End of Unit Assessment	Basic	Advancing	Deep
	What is a globe, atlas, map, satellite image? Label a compass rose. Label image of Earth with the North and South Pole, equator, Northern and Southern Hemisphere	Use an atlas and explain the method to find the UK, oceans, continents. Compare and contrast a map and satellite image of Earth	Recommend the best technique to track the course of a hurricane. True or false? Maps are more detailed than globes?

Summer Term – Year A

Climate and Weather

<u>Endeavour</u>	<u>Community</u>	<u>Diversity</u>
The hard work of meteorologists to forecast the weather. We will understand the impact extreme weather has on people.	We can measure and observe weather as a class. We can understand how communities come together in cases of extreme weather.	We will learn about diversity through exploring the human and physical features as well as plants and animals, of places across our world.

Milestone 1	Investigate Places
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	• Ask and answer geographical questions (such as: What is this place like? Who will I see in this place? What people do in this place?) Use world maps, atlases and globes to identify the United Kingdom and other countries, as well as the continents and oceans studied.
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	Investigate Patterns
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questions ? What or at do obes to d its es,	• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
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	Communicate Geographically
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e world h and	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
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Investigate Places

Investigate Patterns

Communicate Geographically

Place, investigate, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, compass, north, south, east, west, seasonal, daily, weather, hot, cold, equator, North Pole, South Pole
Topic: temperature, climate, weather, polar, equatorial, tropical, extremely, vast, thrive, frequently, represented, symbols, physical processes, atmosphere, technique, heatwave, drought, flood, monsoon, blizzard, gale, storm, cyclone, hurricane, tornado, twister

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UK study (Y1/2 Year A and B)
Maps of the world (Y1/2 Year A)

Visits and Experiences	Creating a weather station in the outdoor area.		
Lesson	Knowledge (see webs p66, 69, 70)	Learning question	Lesson outline
1	- To name and locate places where polar climates are found - To know the physical features of a polar climate	<i>Can I describe a polar climate?</i> SC: I can name and locate places with a polar climate. I can describe the physical features of places with a polar climate.	
2	- To name and locate places where equatorial climates are found - To know the physical features of a equatorial climate	<i>Can I describe an equatorial climate?</i> SC: I can name and locate places with an equatorial climate. I can describe the physical features of places with an equatorial climate. I can compare two different climates.	
3	- To name and locate places where desert climates are found - To know the physical features of a desert climate	<i>Can I describe a desert climate?</i> SC: I can name and locate places with a desert climate. I can describe the physical features of places with a desert climate.	
4	- to know that weather is a physical process - to know symbols for weather - to describe different weathers	<i>What is the weather like in my local area?</i> SC: I know that weather is a physical process. I can name some weather symbols that forecasters use.	

		I can observe and describe the different types of weather.	
5	- to know that some weathers can cause disruption - to describe some extreme weathers.	How can we describe extreme weather? SC: I know that weather can be extreme. I can describe different types of extreme weathers. I can explain the impact of extreme weathers.	
End of Unit Assessment	Basic	Advancing	Deep
	Observe and record weather throughout the year Define weather and climate What is a heatwave/drought/flood...? Label common weather symbols Name and locate places of polar, equatorial and desert climate. Describe the physical features of polar, equatorial and desert climates.	Compare and contrast three different types of extreme weather. Categorise types of weather (mild, stormy, mild.) Compare the physical features of different climates.	Always, sometimes or never? It is hot in the summer and cold in the winter? Which mapping technique is most useful for weather forecasting?

<u>Autumn Term – Year B</u> <i>Cities in the United Kingdom</i>			
<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
Human endeavour to build significant features of the United Kingdom.		The United Kingdom contains many different communities and we can celebrate how Scamblesby fits into this.	An understanding that the United Kingdom is a very diverse country.
Milestone 1	Investigate Places	Investigate Patterns	Communicate Geographically
	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.
Vocabulary	Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, human features, physical features, United Kingdom (UK), vegetation, factory, farm, house, office, shop, compass, north, south, east, west, construct, symbol, grid reference, surrounding, North Pole, South Pole, beach, coast, hill, mountain, river, soil, valley		

	Topic: capital city, government, business, cultural, population, remnants, significant, ethnic backgrounds, millennium, philanthropist, Gaelic, parliament, firth, extinct, military tattoo, historic buildings, industry, tourism, regeneration, RMS (Royal Merchant Ship), maiden voyage, iceberg, Catholic, Protestant		
Prior learning	United Kingdom (Y1/2 Year A) Describing Maps (Y1/2 Year A)		
Visits and Experiences			
Lesson	Knowledge (see webs p48, 50, 52, 54, 56)	Learning question	Lesson outline
1	- to know where London is - to know physical and human features of London - to describe ways in which London is diverse	<i>What would it be like to live in London?</i> SC: I can locate London on a map of the UK I can describe the human and physical features of London I can describe the diversity and tourism in London.	Human: London Underground, Bridges, significant buildings – Buckingham Palace, Tower of London... Physical: River Thames, parks, Hampstead Heath, Parliament Hill
2	- to know where Newcastle Upon Tyne is - to know physical and human features of Newcastle Upon Tyne - to describe ways in which Newcastle Upon Tyne is diverse	<i>What would it be like to live in Newcastle Upon Tyne?</i> SC: I can locate Newcastle on a map of the UK I can describe the human and physical features of Newcastle I can describe the diversity and tourism in Newcastle.	(This is the city chosen in CQ, feel free to do a city that you know more about) Physical: River Tyne Human: Millennium Bridge, transport network, St James' Park football stadium..
3	- to know where Edinburgh is - to know physical and human features of Edinburgh - to describe ways in which Edinburgh is diverse	<i>What would it be like to live in Edinburgh?</i> SC: I can locate Edinburch on a map of the UK I can describe the human and physical features of Edinburgh I can describe the diversity and tourism in Edinburgh.	Physical: Castle Rock, Arthur's Seat, Castle Crag Human: Old and New Town, transport network, Castle
4	to know where Cardiff is	<i>What would it be like to live in Cardiff?</i>	Physical: Garth Hill, Vale of Glamorgan, River Taff and Ely

	- to know physical and human features of Cardiff - to describe ways in which Cardiff is diverse	SC: I can locate Cardiff on a map of the UK I can describe the human and physical features of Cardiff I can describe the diversity and tourism in Cardiff.	Human: Transport network, Taff Trail (cycling), museums, theatres..
5	- to know where Belfast is - to know physical and human features of Belfast - to describe ways in which Belfast is diverse	<i>What would it be like to live in Belfast?</i> SC: I can locate Belfast on a map of the UK I can describe the human and physical features of Belfast I can describe the diversity and tourism in Belfast.	Physical: River Lagan, coastal, Cavehill Human: different Quarters, Titanic.
End of Unit Assessment	Basic	Advancing	Deep
	Identify the cities on a map. Describe the population. Identify key physical and human features of each city. Describe ways that the cities are diverse.	Compare two locations Show key physical and human features on a map. I can describe why people want to visit the cities.	Do you agree? London can easily flood because it is flat? Investigate and compile information about Arthur's Seat in Edinburgh? Do you agree? Cardiff has a number of historical tourist attractions?

Spring Term – Year B

Locate and investigate the continents and oceans of the world.

<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
Human endeavour to create maps of the world. We will understand the human endeavour of those people working hard to protect our oceans.		We will understand where Scamblesby fits into the rest of the world. We will learn how, as a school community, we can have a positive impact in protecting the world's oceans.	We will learn about diversity through exploring the human and physical features as well as plants and animals, of places across our world.
Milestone 1	Investigate Places	Investigate Patterns	Communicate Geographically
	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
Vocabulary	Place, investigate, map, world, atlas, globe, countries, ocean, human features, physical features, compass, north, south, east, west, construct, symbol, grid reference, surrounding, hot, cold, equator, North Pole, South Pole, beach. Topic: continent, ocean, saline, species, enclosed, seas, magma, submerged		
Prior learning	United Kingdom (Y1/2 Year A) Describing Maps (Y1/2 Year A)		
Visits and Experiences			

Lesson	Knowledge (see webs p58, 60-63)	Learning question	Lesson outline
1	- to name and locate the continents and oceans of the world - to know what a continent is	<i>What are the continents and oceans of the world?</i> SC: I know the world is divided into continents. I can name the continents and oceans of the world. I can locate the continents and oceans on a map of the world.	
2	- to know the location of the Arctic Ocean - to know some physical and human features - to know about the impact of climate change	<i>What is the impact of climate change on the Arctic Ocean?</i> SC: I can locate the Arctic Ocean on a map. I can locate and explain why the main ports are important. I can explain why climate change is causing the ice caps to melt.	Human: ports in America, Canada, Norway, Greenland Physical: Oil and gas – natural resources Polar ice caps melting due to climate change.
3	- to know the location of the Atlantic Ocean - to know some physical and human features - to know the impact of sea fishing	<i>What is the impact of sea fishing on the Atlantic Ocean?</i> SC: I can locate the Atlantic Ocean on a map. I can describe the marine species found in the Atlantic Ocean. I know what drift net fishing is and can describe the impact of it.	Drift net fishing and its impact Marine species endangered
4	- to know the location of the Pacific Ocean - to know some physical and human features - to name islands that are visited by tourists	<i>What is the impact of tourism on the Pacific Ocean?</i> SC: I can locate the Pacific Ocean I can describe the Mariana Trench I can explain why people want to visit the islands in the Pacific Ocean.	Physical: Mariana Trench Human: Tourist destinations: Fiji, Samoa, Cook Islands Plastic pollution

		I can explain the impact of plastic pollution.	
5	- to know the location of the Indian Ocean - to know some physical and human features - to know how the Indian ocean is a key trade route	<i>Why is the Indian Ocean a key trade route?</i> SC: I can locate the Indian Ocean on a map I can describe the Indian Ocean is a busy trade route. I can explain why the Suez Canal is important.	80% of world trade Oil under the surface Suez Canal
End of Unit Assessment	Basic	Advancing	Deep
	Describe the location of the continents and oceans. Describe some physical and human features of the oceans. Name tourist destinations in the Pacific Ocean Describe sea fishing in the Atlantic Ocean Why to people want to visit the Pacific Ocean? What does trade mean? Why is the Indian Ocean a 'trade route'?	Compare and contrast two oceans. Summarise the work of ports. Explain climate change. What is the impact of tourism on the Pacific Ocean?	Investigate the Suez Canal and why it is important. Investigate some problems with drift net fishing.

Summer Term – Year B

Compare Australia to the United Kingdom

<u>Endeavour</u>				<u>Community</u>				<u>Diversity</u>			
We will learn about the human endeavour shown by the Aboriginal people and those that built significant places in Australia's cities.				We will make comparisons between our local community and places in Australia.				We will appreciate the diversity of people, places, plants and animals in Australia.			
Milestone 1		Investigate Places		Investigate Patterns				Communicate Geographically			
		• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.		• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.				• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.			

Vocabulary	Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, human features, physical features, United Kingdom (UK), vegetation, factory, farm, house, office, shop, compass, north, south, east, west, construct, symbol, grid reference, surrounding, seasonal, daily, weather, hot, cold, equator, North Pole, South Pole, beach, coast, hill, mountain, river, soil, valley Topic: Commonwealth, democratic, urban, surrounded, lone, indigenous, descendants, migrants, sacred, ancestors, vast, remote, inland, monotremes, mammals, marsupials, plumage, nocturnal, carnivorous, rural, reef, barrier, species, vibrant, marine, bacteria, recycling, harbour, plateau, temperate, settlement, convicts, urban		
Prior learning	Describing Maps (Y1/2 Year A) Climate and weather (Y1/2 Year A) Continents and Oceans (Y1/2 Year B)		
Visits and Experiences	Animal park?		
Lesson	Knowledge (see webs p72, 74, 76, 78, 80)	Learning question	Lesson outline
1	- to know the location of Australia - to know key physical and human features of Australia	Where is Australia? SC: I can locate Australia on a world map. I can locate the main cities on a map of Australia. I can name and describe some physical features of Australia I can compare Australia to the UK	Physical: Uluru, River Murray, Great Barrier Reef. Human: cities: Melbourne, Sydney, Perth, Brisbane, Adelaide, Hobart, Canberra
2	- to know the location of the Aboriginal villages - to know vocabulary to describe the diversity.	Who are the Aboriginal people and where do they live? SC: I can locate 'the outback' in Australia. I can describe the physical features of Uluru. I can describe the diversity and interests of the Aboriginal people.	

3	to name and describe animals found in Australia	What animals live in Australia? SC: I can name and describe animals that live in Australia. I can explain how the animals have adapted to the environment. I can explain the dangers of some animals to humans.	
4	- to know what the Great Barrier Reef is - to name marine mammals found in the Great Barrier Reef - to know how plastic waste is polluting the Great Barrier Reef	How big is the Great Barrier Reef? SC: I can locate the Great Barrier Reef on a map. I can name and describe plants and animals found there. I can explain the impact of plastic waste.	
5	- to know the location of Sydney - to know some human and physical features of Sydney - to describe the diversity in Sydney	What is it like to live in Sydney? SC: I can locate Sydney on a map of Australia I can describe the physical features of Sydney. I can explain why people want to visit Sydney	Physical; Beach, river Human: Bridges, Opera House, shops, theatres, restaurants etc.
End of Unit Assessment	Basic	Advancing	Deep
	Name the main cities of Australia Locate and label Uluru Name some animals that are nocturnal. What is a marsupial?	Compare and contrast the location of Australia and the UK Compare and contrast everyday life in an Aboriginal village with a city in Australia Compare and contrast Australian animals with wildlife found in the UK Summarise how human activity is affecting the health of the Great Barrier Reef. What are the main similarities and differences between the tourist attractions in Sydney and London?	Investigate an Australian city. Investigate water sources for Aboriginal villages in the Outback

	Describe corals and name marine mammals found in the Great Barrier Reef. Describe the location of Sydney and some physical and human features.		Do you agree? Wildlife in Australia is different from that of the UK because the countries have different climates. Investigate the diversity of marine mammals found in the Great Barrier Reef. Do you agree? The weather in Sydney is much warmer than London?
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