

Enquiry question	Lesson questions and suggested activities	Vocabulary	Countries/ Visits/People	NC Objectives
What is the geography of where I live?	<p>What is geography all about?</p> <p>Whereabouts in the United Kingdom do I live?</p> <p>What does the Geographical Information System (GIS) in Google Earth tell me about the geography of the local area?</p> <p>What are the main land uses within my local area?</p> <p>How can we introduce people to the physical and human geography of our local area?</p> <hr/> <p>Using photos, identify human and physical geography.</p> <p>Learn to use Google Earth, a GIS.</p> <p>Learn the four nations of the UK and their capitals.</p> <p>Learn about the local area and how it has changed over time.</p> <p>Create a base map of the local area showing land use zones.</p> <p>Plan and carry out a geographical walk around the local area.</p>	connected, economic activity, Geographical Information System (GIS), open space, people, photo, place, public services, residential, road, transport	Local walk	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>
Why do we love being beside the seaside so much?	<p>How is the seaside different from other places?</p> <p>How do people enjoy themselves at the seaside?</p> <p>What else did Sally find living in the rock pools at Wembury?</p> <p>How do people affect the beach at Wembury?</p> <p>Whereabouts in the world is Wembury?</p> <p>How have our seaside holidays changed since the 1970s?</p> <hr/> <p>Using photos, sort them into seaside, countryside and towns/cities, developing key vocabulary.</p> <p>Write a postcard in role as a character from a book about the seaside.</p> <p>Learn about a rock pool food chain and draw their own.</p> <p>Link <i>once alive</i>, <i>alive</i> and <i>never alive</i> with objects found on the beach. Produce a leaflet to reduce pollution being left on the beach.</p> <p>Learn about the world, Europe and UK using different types of maps.</p> <p>Use photos to compare and discuss the differences between holidays at home and abroad.</p> <p>Study the work of a range of artists and composers who have been inspired by the seaside.</p>	beach, block of flats, city, cliff, coast, countryside, crop, crowd, cruiser, field, heath, high street, hill, house, mountain, pebbles, road, rocks, rural, sand, sea, seaside, shop, traffic, tree, town, urban	Visit to the seaside Wembury Beach, Devon	<p>Ongoing processes/skills</p> <p>Locational knowledge</p> <p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and field work</p>
How does the weather affect our lives?	<p>What is the weather?</p> <p>How do great artists paint the weather?</p> <p>How does the weather change through the seasons of the year?</p> <p>Why isn't the weather the same everywhere in the world?</p> <p>How can Antarctica be a desert when it's the coldest place on Earth?</p> <p>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p> <hr/> <p>Observe, record and explain changes in the weather through fieldwork.</p> <p>Identify weather in art and discuss the season showed.</p> <p>Create a collage to show changes in the weather and compose a piece of music based on them.</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world.</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences.</p> <p>Write tweets in role as Captain Robert Scott (as if he could use Twitter in 1912).</p>	Antarctica, autumn, cloud, drought, Equator, fog, North Pole, okta, rain, rain gauge, snow, South Pole, spring, summer, sunshine, temperature, tornado, weather vane, wind, wind gauge, winter	Captain Robert Scott Antarctica	

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Why don't penguins need to fly?	Where is Pip's home and what do we find there? How are penguins able to survive in Antarctica? How does Antarctica compare with the Sahara Desert? Why don't penguins need to fly? Why are there no Polar Bears in Antarctica? Why do Marco and Polo find visiting each other so difficult? So why don't penguins need to fly? Using a story, children to think about the geography of Antarctica. Identify countries in Africa which lie within the Sahara desert. Identify, recognise and describe the key geographical features of the Sahara Desert and explain why Antarctica is a desert despite being the coldest place on Earth. Compare and contrast the regions of the North and South Pole. Identify and describe 3 geographical features of a South American country. Compare and contrast the weather and climate of Antarctica and Zambia.	adapted, Africa, Antarctica, Arctic blizzard, continent, desert, environment, ice, iceberg, ice sheet, landscape, mountain, ocean, pebbles, sand dune, shore, snow, summer, temperature, valley, winter	Antarctica 3D at the Science Museum Arctic Antarctica Sahara Desert	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
Why does it matter where my food comes from?	Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quicke's Dairy Farm in Devon make cheese? How does our list of favourite fruit and vegetables compare with the favourites of other people? Why is it important to know all about sugar? Why does John have so many happy customers at his shop? Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products. Find reasons to explain why the weather in Devon makes it a good place for dairy farming. Find out how cheese is manufactured and exported. Find reasons why Costa Rica is a good location for farmers to grow bananas and what are the stages in harvesting, packaging and exporting bananas. Find out how sugar is refined from sugar beet in British farms. Discover the benefits of greengrocers and supermarkets from buying fruit and veg locally.	Business, calories, Central America, container ship, Costa Rica, dairy products, Devon, export, farm, fruit, grass, greengrocer, import, North America, pasture, processing, raw material, refining, shop, South America, South West England, supermarket	Farm visit Supermarket visit Jersey Devon Costa Rica	Ongoing processes/ skills Locational knowledge Place knowledge Human and physical geography Geographical skills and field work
How does the geography of Kampong Ayer compare with the geography of where I live?	How does the location of Kampong Ayer compare with where I live? How do people's homes at Kampong Ayer compare with mine? How does the weather at Kampong Ayer compare with the weather where I live? How do people in Kampong Ayer travel around compare with how people travel around where I live? How does going to school in Kampong Ayer compare with my school? How does the natural environment around Kampong Ayer compare with the around where I live? How does Geographic Information System (GIS) imagery of Kampong Ayer compare with that of where I live? Map work on location of UK, Europe with regards to Equator and North and South poles. Compare own location to that of Kampong Ayer in Brunei. Identify, describe and observe the types of traditional homes and compare and contrast them with their own. Create a scale plan of their own home. Study the temperature of different places in the world. Identify and describe different types of transport in Kampong Ayer	Asia, boat, Borneo, Brunei, climate, commute, economic activity, Equator, globe, location, northern hemisphere, polar, profit, river, rainforest, settlement, southern hemisphere, temperate, transport, tropical, Tropic of Cancer, Tropic of Capricorn	Syarikat – boat builder in Kampong Ayer, Brunei	

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<p>Why do some earthquakes cause more damage than others?</p>	<p>Why won't Paula and Richard forget 22nd February 2011? How has New Zealand been affected by earthquakes in the past? Why does New Zealand have so many earthquakes? Why don't the largest earthquakes always cause the most death and destruction? Why do most volcanoes happen in the same places as earthquakes?</p> <p>Make notes of what the aftermath from an earthquake looks like. Using data, create a map of the distribution of earthquakes in New Zealand. Using maps, locate where earthquakes occur. Find out about plate boundaries and present the information in a PowerPoint. Make a poster explaining why some earthquakes cause more damage than others. Create a storyboard to show how volcanoes are formed.</p>	<p>Alpine fault, crust, dormant, earthquake, epicentre, evacuation, extinct, fault, infrastructure, inner core, latitude, longitude, magma, magnitude, outer core, plate, political map, power, Richter scale, search and rescue, volcano</p>	<p>NHM – Emergency! Earthquakes and volcanoes show</p> <p>Christchurch, New Zealand</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p>
<p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p>	<p>Why is the Magic Kingdom the most popular theme park in the world? Where is the Magic Kingdom? Why did the great Maya civilisation of Central America come to an end? Why do tourists come to the Magic Kingdom from some countries and not others? Why is the state of Florida a peninsula? Why is the Kennedy Space Centre in Florida? Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? How and why is the climate of the Sunshine State different from where I live? How do Floridians cope with hurricanes?</p> <p>Plan a day visit to the Magic Kingdom. Using maps, find out where the Florida and the Magic Kingdom is. Make comparisons between what was happening in British history with Mayan civilisation at the same time. Create a choropleth map and use this to compare visitors to the Magic Kingdom and their standard of living. Identify what a peninsula is and find out about peninsulas that are larger than Florida. Compare and contrast the climates of the UK and Florida.</p>	<p>Atlantic ocean, atmosphere, choropleth map, civilisation, climate, coast, endangered, Everglades, Gulf of Mexico, human features, island, leisure, Maya, North America, peninsula, physical features, recreation, region, reliability, rotation, scale, sea, state, theme park, tourist, United States of America, zone</p>	<p>Florida</p> <p>Central America</p>	<p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Ongoing processes/skills Locational knowledge Place knowledge Human and physical geography Geographical skills and field work</p>
<p>Why do so many people in the world live in megacities?</p>	<p>What are megacities and where are they located? Why did Baghdad become the first city in the world with one million people? Why is Milton Keynes the UK's fastest-growing city? Why is Brasilia the fastest-growing city in Brazil? How do the advantages of living in cities compare with the disadvantages?</p>	<p>Canal, capital city, civilisation, continent, distribution, district, employment, high-rise, isodemographic, key, map, megacity, rural, scale, settlement, town, transport, urban, village.</p>	<p>London</p> <p>Baghdad Milton Keynes Brasilia</p>	

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How and why is my local area changing?	<p>Why do places change? How has my local area changed in the past? How did my local area change as a result of World War 1? How and why does the quality of the environment change in my local area? How do NASA satellite images inform us of environmental changes on a global scale?</p> <p>Compare human and physical changes in different locations. Investigate the changes that have happened in the school grounds and local area over time and their advantages and disadvantages. Study records about a person from the local area who went to World War 1. Identify their top 10 criteria for an environmentally attractive street and create a hypothesis. Interpret the changes revealed in a set of satellite images.</p>	Collection, commercial, criteria, , data, environmental quality criteria, explanation, hypothesis, interpretation, leisure, location, presentation, public services, recreation, residential, site, transport.	Fieldwork visit in local area. Glenridding	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
How can we live more sustainably?	<p>What does being sustainable actually mean? How can we help to make our school more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping Sunita and her family to live more sustainably?</p> <p>Using photos, children distinguish between the use of resources that are finite and non-renewable and those that are renewable and infinite. Conduct an environmental review of the school. Draw pie charts to analyse data about renewable resources. Design an information and interpretation panel about the lapwing. Learn about Sunita, a woman from Nepal and how she cooks her food. Create a poster about how solar cookers improve the quality of life of people from Nepal.</p>	Biodiversity, conservation, electricity, fuel, procurement, rechargeable, reusable, solar, sustainable, tide turbine, unsustainable, waves, wind	Nepal	They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Ongoing processes/skills Locational knowledge Place knowledge Human and physical geography Geographical skills and field work
Why are jungles so wet and deserts so dry?	<p>Why is climate different across the United Kingdom? What are the world's climates? How do climate graphs help geographers compare the climate of one place with another? How does the climate affect the plants and animals living in a place? Why is the jungle of the Amazon Rainforest so wet and humid? Why is Arica the driest inhabited place on Earth?</p> <p>Find out the difference between climate and weather and study average temperature and rainfall maps of the UK. Learn about the different climates of the world and use photos to identify the features. Study climate graphs and learn about types of climate. Try and identify which climate their local area falls in to. Work out the climates that different animals and plants live in. Compare two different biomes – a jungle and a desert in South America.</p>	adaptation, climate, distribution, drought, graph, Mediterranean, meteorological, polar, savannah, temperate, tropical, tundra, weather	South America Manaus, Brazil Arica, Chile	

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How do volcanoes affect the lives of people in Heimaey?	<p>Where does Saethor take his dog Tiry for a walk every day? Where do Saethor and Tiry live? How do geographers describe the Westman Islands? How does the physical and human geography of Heimaey compare with the area in which I live? Why are there so few trees on Heimaey? Why are there volcanoes on Heimaey? How were the people of Heimaey affected when Eldfell erupted? Why do the people of Heimaey go on living next to an active volcano?</p> <p>Identify, describe, compare and contrast the countries of Europe. Using photos, maps and tourist information, find out the geographical characteristics of Heimaey. Draw a Venn diagram to show the similarities and differences between Heimaey and the local area. Find out why there are so few trees on Heimaey, linking it with science and history. Create a labelled diagram explaining how volcanoes are formed and giving reasons for their distribution. Find out the stages in the manufacture of an economic activity – fish processing.</p>	Archipelago, colony, core, economic activity, export, evacuation, fishing port, fjord, geothermal power station, geyser, glacier, igneous, import, magma, mantle, metamorphic, Pacific Ring of Crust, puffin colony, tectonic plate, sedimentary, trade, volcano	Heimaey, Westman Islands	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
What is a river?	<p>How does the source of the River Axe change from source to mouth? How does the course of my local river change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? How has the Isle of Dogs changes since the reign of Henry VIII? Why is river flooding such a problem in Bangladesh? How did Bedrich Smetana use music to describe the course of his beloved national river? How do we know what happened to the River Thames during the Little Ice Age?</p> <p>Using photos, identify how the physical features of a river change along its course. Using an OS map, connect 4-digit grid references with photos. Conduct a hypothesis-based fieldwork investigation in a local big stream/ small river. Create a 'Water Cycle in a bag'. Identify and describe the changes to the Isle of Dogs and try to explain why they happened. Complete a histogram with rainfall data from Bangladesh.</p>	Bank, channel, course, creek, erosion, estuary, flood, gentle, marsh, meander, mouth, mud bank, mud flat, ox bow lake, rapids, river, sea, source, steep, stream, water cycle, waterfall	Bedrich Smetana Visit to the Quaggy in Manor Park. Bangladesh River Thames	They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Why are mountains so important?	<p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous? How were the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? How are the Cambrian Mountains different from the Himalaya Mountains? Why is the climate such a challenge for Derek? Why do tourists visit the Cambrian mountains? Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? How else is water used in the Cambrian Mountains?</p> <p>Create a narrated animation about how fold mountains are formed. Tell the story of Mallory and Irvine in the style of a tabloid newspaper. Compare and contrast the Cambrian and Himalaya mountains. Discuss how the climate affects a farmer in the Cambrian mountains. Evaluate a range of resources to work out why reservoirs were constructed in Birmingham.</p>	Alps, Andes, eastings, elevation, fossil, grid square, Himalaya, mountain range, northings, profit, reservoir, Rockies, summit, sustainability.	George Mallory, Andrew Irvine, Edmund Hillary, Tenzing Norgay Mauna Kea, Mount Everest, Cambrian Mts, Himalayas	Ongoing processes/ skills Locational knowledge Place knowledge Human and physical geography Geographical skills and field work

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How is climate change affecting the world?	<p>Why is Elhaji cleaning shoes on the streets of Banjul? Why can't Olivia afford to insure her home? Why are people living in Starcross making flood plans? Why do Lars and Sofie disagree about how nice the weather is? Why are people all over the world noticing that the weather they are used to is changing? What have the countries of the world agreed to do about global warming?</p> <p>Research and then write an explanatory text about why children work in The Gambia. Write a letter to an insurance company to try and get more reasonable rate. Make judgements about flood plans for coastal communities. Using maps, graphs and diagram, evaluate the impact of climate change across the world and how effective the actions of different countries to stop global warming are. Create a sustainability action plan.</p>	Africa, biofuel, capital city, conurbation, desertification, drought, dry season, hydroelectric power, Inuit, market, Senegal, solar power, subsistence, The Gambia, tundra, wet season	Banjul, The Gambia Victoria, Australia Starcross, Devon Greenland	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and North America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Why is fair trade fair?	<p>Why was this road so important two thousand years ago? Why does Marco Polo visit the United Kingdom every eleven weeks? What does the United Kingdom export to the people of China? Why isn't trade always fair for some people such as Melvin? Why is fair trade fair?</p> <p>Write a journal entry in the style of Marco Polo about seeing something for the first time. Categorise imports from China. Write and record an advertisement for China Central Television. Create a divided proportional bar to show 'who gets what from Melvin's bananas'. Make an A3 poster showing the differences between a Fairtrade-certified farmer and one that is not.</p>	basin, caravan, commodities, container ship, export, growing season, import, irrigation, manufacture, merchant, pesticide, profit, Silk Road, silkworm, smallholder, trade, transport	Silk Road, China Carajan, Myanmar Southampton, UK St Lucia	Ongoing processes/skills Locational knowledge Place knowledge Human and physical geography
Who are Britain's National Parks for?	<p>Why are National Parks described as Britain's 'breathing spaces'? What else makes National Parks so important? Why do National Parks welcome visitors? Why is protected land so important in Southwest England? Why are so many people attracted to The Valley of Rocks? Why is Merrivale such an important prehistoric site? Why are farmers so important in our National Parks? How are National Parks looked after? How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?</p> <p>Prepare a PowerPoint presentation on the nearest National Park. Create a leaflet to persuade overseas tourists to visit a National Park. Find out and explain the attraction of The Valley of Rocks in Exmoor National Park for visitors such as artists. Find out the different ways that farmers make their living in National Parks. Rank the jobs that need to be done to look after National Parks. Create a poster about the similarities and differences between British National Parks and the Everglades National Park in Florida.</p>	Area of Outstanding Natural Beauty, conservation, cultural heritage, distribution, environment, National Park, outcrop, protection, remote, Site of Special Scientific Interest, tarn, tradition, wetland.	15 National Parks across UK The Valley of Rocks, South West England Merrivale, Dartmoor Everglades National Park, Florida	Human and physical geography Geographical skills and field work