

St. Leonard's C of E Primary School



Geography

End Points

Early Years

Below are the Early Learning Goals for **Understanding the World**:

Past and Present	People, Culture and Communities	The Natural World
• UW/1.1 talk about the lives of the people around them and their roles in society • UW/1.2 know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • UW/1.3 understand the past through settings, characters and events encountered in books read in class and storytelling	• UW/2.1 describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • UW/2.2 know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • UW/2.3 explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	• UW/3.1 explore the natural world around them, making observations and drawing pictures of animals and plants • UW/3.2 know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • UW/3.3 understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Year 1/2 Cycle A

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
What is it like here? A Local Study	- To locate the school on an aerial photograph. - To create an aerial map of the classroom. - To locate key features of the playground. - To draw a simple map. - To investigate how we feel about our playground. - To design a playground.	- Locating three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live. - Making a map of the classroom with four key features and representing the distance and direction of objects in the classroom. - Recognising four features in the school grounds using a map. - Adding three features to a map using simple symbols and using directional language to describe their location. - Completing a questionnaire to explain how they feel about three areas of the playground and finding out how others feel by looking at the results of a survey. - Drawing a design to improve three areas of the playground using the results from the survey.	- Adding more than four features to their map of the classroom using objects and drawings and talking about the distance and direction using directional language. - Drawing or writing labels to add two more features to the map. - Adding three features to a map using simple symbols and labels and using directional language to describe their location in relation to other features. - Completing a questionnaire to explain how they feel about four areas of the playground and finding out how others feel by looking at the results of a survey. - Drawing a design with labels to improve three areas of the playground using the results from the survey. - Naming and colouring the four countries on a map of the UK; using an atlas to identify and label their own approximate location.
What makes our world wonderful?	- To identify geographical characteristics of the UK. - To locate some of the world's most amazing places. - To know the names of the five oceans and locate them on a map. - To understand how to draw human and physical features on a sketch map. - To investigate local habitats and record findings. - To understand how to present findings in a bar chart.	- Identifying and locating characteristics of the UK on a map. - Identifying human and physical features and locating them on a world map. - Understanding the difference between oceans and seas. Naming and locating the five oceans on a world map. - Using an aerial photograph to draw a simple sketch map using symbols for human and physical features. - Observing physical features found on a walk, collecting data by sketching findings on a map and completing a tally chart. - Presenting their findings in a bar chart; suggesting ways to look after natural habitats.	- Describing characteristics of the UK, including the location, using directional language and the four compass points. - Describing human and physical features and their location using directional vocabulary. - Explaining the difference between oceans and seas; naming and locating the five oceans as well as the largest lake or longest river in each continent. - Drawing a sketch map with more than six features and showing scale for example the playground is larger than the shop. Describing the location of human and physical features using compass points. - Discussing physical features found in different areas of a walk; collecting and recording data on a map and tally chart and comparing findings with different fieldwork areas.

			Presenting their findings in a bar chart; evaluating data and using this to suggest ways to look after natural habitats; describing the importance of looking after natural habitats.
Would you prefer to live in a hot or a cold place?	To name and locate the seven continents. To locate the North and South Pole. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places.	- Naming and locating the seven continents on a world map. - Correctly locating the North and South Poles on a world map. - Locating the Equator on a world map and two of the countries it runs through, describing some of the features found along the Equator. - Describing some similarities and differences between the UK and Kenya. - Investigating the weather and explaining whether they live in a hot or cold place. - Recognising the geographical features of hot and cold places and locating some countries with hot or cold climates on a world map	- Naming and locating the seven continents on a world map and identifying the closest. - Correctly locating the North and South Poles on a world map and annotating them with some key facts. - Locating the Equator on a world map and the continents and countries it runs through, describing some features found along the Equator. - Describing some similarities and differences between the UK and Kenya, explaining whether they would prefer to live in the UK or Kenya and why. - Investigating the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - Recognising the features of hot and cold places; locating countries with hot or cold climates on a world map; using climate to justify why they would prefer to live in a particular place
Sustainability Year 1 lesson	To discover how caring for a garden helps plants and animals by planting and looking after seeds.	Recognising how looking after a garden helps plants and animals; identifying reasons why growing vegetables is better than buying them; describing ways to save water when watering plants.	Explaining how gardens help the plants, animals, and people; comparing the benefits of growing vegetables with buying them; justifying why saving water when gardening is important for the planet.

Year 1/2 Cycle B

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
What is it like to live by the coast?	- To locate the seas and oceans surrounding the UK. - To explain what the coast is. - To identify the physical features of the coast. - To identify human features on the coast. - To investigate how people use the local coast. - To present findings on how people use the local coast.	- Naming and locating the seas and oceans surrounding the UK in an atlas; labelling the seas and oceans around the UK on a map of the UK; describing the location of the seas and oceans using compass points. - Defining what the coast is; locating coasts in the UK; naming some of the physical features of coasts; explaining the location of UK coasts using the four compass directions. - Naming features of coasts; labelling features on a photograph. - Identifying human features in a coastal town; describing how people use the coast. - Following a prepared route on a map; identifying human features; recording data using a tally chart. - Summarising the types of human features they saw on the local coast; representing data in a pictogram; describing how the local coast has been used.	- Labelling the surrounding seas and oceans, countries and capital cities on a blank map of the UK; drawing a compass with all four compass directions labelled. - Comparing the physical features of different coasts; describing some similarities and differences between coasts in the UK. - Comparing physical and human features of different coasts; explaining why coasts might change over time. - Explaining how and why people use the coast; comparing another coast in the UK to Weymouth. - Identifying human and physical features during fieldwork; recognising why some areas are busier than others. - Explaining how and why the local coast is used; deciding how to present data.
What is it like to live in Shanghai?	- To recognise physical and human features. - To draw a sketch map. - To name and locate some continents on a world map. - To identify physical and human features of a non-European country. - To find out what it is like in Shanghai. - To compare Shanghai to a small area of the UK.	- Giving examples of human and physical features; identifying the features they see on a walk; explaining the location of the features using some directional language. - Using an aerial photograph to locate physical and human features; drawing simple pictures or symbols and using colour; drawing a compass. - Naming the continent they live in; using an atlas to locate the UK and China on a world map; using an atlas to locate Europe and Asia on a world map; labelling and colouring these on a world map. - Identifying China's physical and human geography; sorting photographs into physical and human features and writing a sentence stating the type of feature.	- Presenting and discussing their fieldwork sketches; explaining the location of human and physical features using a wide range of directional language. - Designing their own symbols; creating a map key; describing the location of features using all four compass directions. - Describing the location of continents and oceans on a world map using compass directions. - Reflecting on similarities and differences between physical and human features of their local area and China. - Finding similarities and differences between where they live and Shanghai; describing why or how humans use the physical and human features identified in the images of Shanghai. Describing how their life might be different if they lived in Shanghai.

		Identifying physical and human features in images of Shanghai and beginning to compare where they live to Shanghai. Comparing Shanghai to their locality; identifying similarities and differences between human and physical features.	
What is the weather like in the UK?	- To locate the four countries of the UK. - To identify seasonal changes in the UK. - To identify the four compass directions. - To investigate daily weather patterns. - To identify daily weather patterns in the UK. - To understand how the weather changes with each season.	- Naming and locating the four countries on a map of the UK; identifying the country they live in. - Identifying the four seasons, the current season and describing some seasonal changes. - Identifying the four compass directions and using them to describe the location of features or landmarks; knowing the arrow on a compass always points north. - Using symbols and compass directions to describe different types of weather; measuring weather patterns on the school grounds. - Locating the capital city of the country lived in and describing the weather in different locations. Describing what the weather is like in each season in the UK; suggesting appropriate clothing and activities for each season.	- Naming and colouring the four countries on a map of the UK; using an atlas to identify and label their own approximate location. - Describing how natural objects are linked to a season (e.g. 'I found a brown leaf, which means it is autumn, as that is when leaves turn brown and fall off the trees.'); - Identifying seasonal changes and making comparisons between seasons; marking locations on their map with relative accuracy. - Identifying and labelling the four compass directions accurately and independently. - Considering and describing accurately how weather changes over time; creating symbols to represent different types of weather. - Locating the four capital cities of the UK and describing the weather in different locations using compass directions. Writing sentences or labels describing what the weather is like in each season in the UK; generating a range of clothing and activity ideas for each season.
Sustainability Year 2 lesson	To identify how travel choices can help protect the environment.	Recognising how different modes of transport impact the environment; identifying benefits of walking, cycling or scooting to school; suggesting simple actions that could be included in an action plan; creating basic materials, such as posters, to share the action plan with others.	Suggesting alternative ways of helping the environment if using a car is essential; designing engaging materials to communicate the action plan to a wider audience; considering how to measure if the action plan has made a difference.

Year 3/4 Cycle A

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
Why are rainforests important to us?	- To describe and give examples of a biome and find the location and some features of the Amazon rainforest. - To describe the characteristics of each layer of a tropical rainforest. - To understand the lives of indigenous people living in the Amazon rainforest. - To describe why tropical rainforests are important and understand the threats to the Amazon. - To safely collect data on how local woodland is used through a variety of methods. - To analyse and present findings on how local woodland is used.	- Describing a biome and giving an example. Stating the location and some key features of the Amazon rainforest such as rivers, cities, animals and vegetation. - Naming and describing the four layers of tropical rainforests and understanding that trees and plants have adapted to living there, giving an example. - Defining the word indigenous and giving an example of how indigenous peoples use the Amazon's resources. Naming one way the Amazon is changing. - Articulating why the Amazon rainforest is important, giving an example of how humans are negatively impacting the Amazon and offering one action that can be taken to help. - Keeping safe and sensibly avoiding risks, using a variety of data collection methods including completing a questionnaire and mapping the route they take, with support. - Summarising how the local woodland is used in terms of activities undertaken, frequency and time of visits. Suggesting changes to improve the area.	- Explaining how biomes relate to the Equator in terms of climate and giving multiple examples. Naming more than one country the Amazon rainforest sprawls across and listing some key features, including the Amazon River and major cities. - Describing more than one characteristic of each layer of tropical rainforest and providing multiple examples of how trees and plants have adapted to living in this biome. - Giving multiple examples of how indigenous peoples use the Amazon's resources and making links between changes to the Amazon and the impact this may have on indigenous communities. - Articulating and identifying how deforestation is a global problem, using key vocabulary and giving multiple examples of how to support the rainforest and why these actions would make a difference. - Independently reading the map, locating and mapping their route, and identifying potential limitations with specific data collection methods. - Using evidence to clearly and thoroughly summarise how the local woodland is used, stating potential limitations of data collection methods. Comparing the use of the forest in the UK and the Amazon.
What are rivers and how are they used?	- To describe how the water cycle works. - To know the features and courses of a river. - To know the name and location of some of the world's major rivers. - To describe how rivers are used. - To identify and locate human and physical features on a map. - To collect data on features and the environment at a local river.	- Identifying water stores and processes and explaining that water moves in a constant cycle. - Describing the start and end of a river, naming the three courses and giving examples of features of a river. - Using an atlas to locate and name rivers and creating a key independently showing their representation of rivers.	- Understanding the processes in the water cycle that can happen elsewhere in everyday examples and explaining that these processes may be happening in more than one place at a time in the water cycle. - Describing which course each feature is most commonly found in as well as suggesting ideas of human features seen in river environments. - Explaining that rivers are made up of tributaries which may be difficult to map and identifying

	To create a sustainability action plan by investigating how resources are used in the school.	- Describing different ways a river is used and why it is important and listing some of the problems to do with rivers. - Describing human and physical features around their local river and identifying their location on an OS map. - Identifying human and physical features in a local river environment and making a judgement on the environmental quality making suggestions on how it could be improved. - Identifying different types of resources used in school and describing how they are consumed or wasted; suggesting simple ways to reduce, reuse or recycle a resource; explaining how this could make the school more sustainable.	that rivers begin inland and end at the coast. Mapping and labelling mountainous areas at the rivers' sources. - Explaining which river course is most appropriate for each use of the river. - Using the eight compass directions and six-figure grid references to locate and describe human and physical features around their local river. - Discussing how human and physical features are interconnected and offering suggestions on how the human features could be improved and suggesting reasons for their location. - Analysing patterns of resource use and waste in school; explaining why certain issues are more significant than others; developing a detailed sustainability action plan that includes measurable strategies and ways to involve the wider school community.
Where does our food come from?	- To explain the impact of food choices on the environment. - To understand the importance of trading responsibly. - To describe the journey of a cocoa bean. - To map and calculate the distance food has travelled. - To design and use data collection methods to find where our food comes from. - To discuss the advantages and disadvantages of buying both locally and imported food.	- Identifying that different foods grow in different biomes and stating why; explaining which food has the most significant negative impact on the environment and suggesting why; noting one change people can make to combat this. - Describing the intentions of trading responsibly and stating one way it can help farmers; understanding importing food can be both helpful and harmful. - Stating one positive and one negative of importing products. Can describe the journey of a cocoa bean and one process it has to go through. - Locating countries on a blank world map using an atlas. Using a scale bar correctly to measure approximate distances. - Collecting data through an interview process and analysing the responses to help answer the enquiry question. Designing a questionnaire to collect relevant information about food at home. - Discussing any trends in data collected, acknowledging that where food is sourced is a	- Giving examples of which foods grow in each biome; explaining how food choices impact climate change and how a change in diet can make a difference. - Explaining the impact trading responsibly can have on communities and listing some of the advantages and disadvantages of importing food. - Explaining how the process from cocoa bean to chocolate bar accumulates food miles; recognising how working with an organisation that advocates trading responsibly supports farmers and their communities. - Finding capital cities and continents of countries on their map using an atlas. Suggesting why particular food travels by different modes of transport and why some continents produce more of the UK's imported food than others. - Describing closed and open questions and the benefits of both. Discussing the data collecting methods best suited for qualitative data collection.

		complex matter and stating examples of both advantages and disadvantages.	Discussing limitations people may have when deciding where to purchase food.
Sustainability Year 3 lesson	- To explore single-use plastic usage by applying the waste reduction hierarchy. - To explore single-use plastic usage by applying the waste reduction hierarchy. - To explore single-use plastic usage by applying the waste reduction hierarchy.	- Identifying and explaining the difference between single-use and reusable plastics; explaining the waste reduction hierarchy and giving examples of how to apply it. - Identifying and explaining the difference between single-use and reusable plastics; explaining the waste reduction hierarchy and giving examples of how to apply it. - Identifying and explaining the difference between single-use and reusable plastics; explaining the waste reduction hierarchy and giving examples of how to apply it.	- Justifying why reducing plastic use is more effective than recycling, using evidence to support their argument. - Justifying why reducing plastic use is more effective than recycling, using evidence to support their argument. - Selecting actions to improve plastic recycling and justifying their choices; explaining why reducing and reusing plastic items is more sustainable than recycling them.

Year 3/4 Cycle B

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
Who lives in Antarctica?	- To understand the position and significance of lines of latitude. - To describe the location and physical features of Antarctica. - To describe the human features of Antarctica. - To use four-figure grid references to plot Shackleton's route to Antarctica. - To plan a simple route on a map using compass points. - To follow instructions involving compass points and map a simple route.	- Describing what lines of latitude and longitude are and giving an example of a significant line of latitude. Understanding that the Northern and Southern Hemispheres experience seasons at different times from one another. Defining what climate zones are and giving an example. - Understanding Antarctica has a polar climate made up of ice sheets, snow and mountains; describing Antarctica's location in the far south of the globe. - Stating that tourism and research are the two main reasons people visit Antarctica; describing equipment researchers might use as well as clothes they wear; listing some of the research carried out in Antarctica. - Stating the outcome of Shackleton's expedition; successfully plotting four-figure grid references at the point where the vertical and horizontal line meet; describing a similarity and difference of life in the UK compared to life in Antarctica. - Confidently using the zoom function on a digital map; beginning to recall the eight points of a compass; recognising and describing features on their school grounds from an aerial map. - Drawing a map of the route taken; identifying and following at least the four compass points; stating one thing that went well on the expedition and one aspect that did not go as hoped.	- Explaining the purpose behind lines of latitude and longitude and giving the name of more than one significant line of latitude. Beginning to describe why the Northern and Southern Hemispheres have different seasons and explaining how climate zones differ in accordance to their proximity to the Equator. - Explaining why Antarctica has a polar climate and using a scale bar to find the approximate length of Antarctica. - Explaining why researchers do not live in Antarctica permanently; describing the research undertaken; explaining the reasons for the specialist equipment used. - Describing the route Shackleton took; explaining why the expedition failed and why Shackleton is famous; adding dates to the route they plot. - Describing physical and human features they recognise when zooming in and out of a digital map; confidently listing and using the eight points of the compass. - Identifying and following the eight points on a compass; thinking about how and why a compass helped Shackleton navigate out of Antarctica; identifying why their expedition did or did not go well and suggesting improvements to the process.
Why do people live near volcanoes?	- To name and describe the layers of the Earth. - To explain how and where mountains are formed. - To explain why volcanoes happen and where they occur. - To recognise the negative and positive effects of living near a volcano. - To explain what earthquakes are and where they occur.	- Naming all four layers of the Earth in the correct order, stating one fact about each layer and describing what a tectonic plate is. - Explaining one or more ways a mountain can be formed, giving a correct example of a mountain range and the continent it is in, and describing that mountains occur along plate boundaries. - Correctly labelling the features of a shield and composite volcano and explaining how they	- Naming all four layers in the correct order, stating one or more facts about each layer and describing what a tectonic plate is. Children may also explain the relationship between the mantle and tectonic plates (the magma in the mantle moves the tectonic plates above). - Recalling all three ways a mountain can be formed, giving multiple examples of mountain ranges and their corresponding continent and

	To observe and record the location of rocks around the school grounds and discuss our findings.	form. Naming three ways volcanoes can be classified and describing that volcanoes form where tectonic plates meet. - Explaining a mix of negative and positive effects of living near a volcano and stating whether they would or would not want to live near a volcano. - Stating that an earthquake is caused when two plate boundaries move and shake the ground. Describing that earthquakes happen along plate boundaries and listing some negative effects an earthquake can have on a community. - Observing, digitally recording and mapping different rocks using a symbol on a map, identifying rock types and their origins based on collected data.	confidently explaining the relationship between mountains and plate boundaries. - Explaining what each volcano classification means and giving explanations of how volcanoes are formed. - Justifying their reasoning behind whether they would choose to live near a volcano or not and recognising that it may be hard to make a choice. - Stating what and where earthquakes are and comprehensively describing the negative effects an earthquake can have on a community. Demonstrating knowledge and understanding of what can be done to prepare for earthquakes. - Making connections between rock types and what information this gives about the school grounds (e.g. rocks could have been moved here from different environments or hypothesising what environment may have originally been in their locality.)
Are all settlements the same? Local Study	To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular locations. To describe how land use in my local area has changed. To identify land use in New Delhi. To compare land use in two different locations.	- Locating some cities in the UK and describing the difference between villages, towns and cities. - Identifying features on an OS map using the Ordnance Survey Legend. Describing the different types of land use they can see and creating a key to reflect these. - Following a route on an OS map. Identifying and discussing reasons for the locations of the human and physical features they see during fieldwork. - Locating and matching geographical regions on the maps; identifying one change to the local area over time; suggesting reasons as to why this happened. - Describing the location of New Delhi; identifying some of the city's human and physical features.	- Describing the settlements in the local area by identifying a pattern and settlement type. - Creating a key to show the different types of land use, using the correct terminology (Recreational, transportation, agricultural, residential and commercial) and using the eight compass points to locate features on the OS map. - Stating how the human and physical features they find can help them identify the land use in the local area. - Identifying features which evidence the growth of the local area; linking this to a growth in population; discussing why some features may have remained the same. - Explaining how New Delhi's human and physical features demonstrate its land use; beginning to compare New Delhi to their local area.

		Stating some similarities and differences between land use and features in New Delhi and the local area.	Offering explanations as to why land use and settlements are different in different locations and identifying similar features needed in all settlements.
Sustainability Year 4 lesson	To create a sustainability action plan by investigating how resources are used in the school.	Identifying different types of resources used in school and describing how they are consumed or wasted; suggesting simple ways to reduce, reuse or recycle a resource; explaining how this could make the school more sustainable.	Analysing patterns of resource use and waste in school; explaining why certain issues are more significant than others; developing a detailed sustainability action plan that includes measurable strategies and ways to involve the wider school community.

Year 5/6 Cycle A

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
Can I carry out an independent fieldwork enquiry?	- To develop an enquiry question. - To determine the most effective data collection methods for fieldwork. - To plan a route for a fieldwork trip. - To collect the data to answer the enquiry question. - To determine an answer to the enquiry question. - To present my findings.	- Giving examples of issues in the local area and identifying questions to be asked. - Justifying which data collection method is most suited to gather data to answer the enquiry question; designing an accurate data collection template. - Identifying suitable data collection points along the route; discussing how to mediate potential risks involved. - Collecting data at points located on an OS map and managing risks. - Identifying any outcomes from data collected and mapping this digitally. - Describing the enquiry process including the data collected and suggesting improvements to the area based on findings.	- Explaining which groups may need to be considered when thinking about an issue in the local area and barriers that may arise when researching local issues. - Weighing up the benefits and drawbacks of more than one data collection method; considering the questions they are asking to ensure they retrieve the exact data needed. - Justifying why specific locations have been chosen for data collection and explaining the limitations of other possible routes. - Evaluating which data collection methods worked best and why. - Evaluating if the data answers the original enquiry question and if not, what further data would need to be collected. - Evaluating the process taken including limitations to data collected and how the process could be improved if done again.
What is life like in the Alps?	- To locate the Alps on a map. - To locate the key physical and human characteristics of the Alps. - To describe the physical and human features of an Alpine region. - To investigate what there is to do in the local area using data collection. - To understand similarities and differences between the local area and an Alpine area. - To understand the human and physical geography of the Alps.	- Locating the Alps on a world map and identifying and labelling the eight countries they spread through. - Locating three physical and three human characteristics in the Alps. - Researching and describing the physical and human features of Innsbruck. - Using a variety of data collection methods including completing a questionnaire, mapping the route they take and deciding whether to sketch or take photographs to collect data. - Describing the similarities and differences of the human and physical geography of the local area and Innsbruck. - Describing at least four of the key aspects of the Alps' human and physical geography to answer the enquiry question, 'What is life like in the Alps?'	- Locating the Alps on a world map, identifying and labelling the eight countries they spread through and the nearest seas. - Locating and describing the key physical and human characteristics in the Alps. - Describing the physical and human features of Innsbruck, using their research to devise their own questions. - Independently reading the map, locating and mapping the route and identifying potential limitations with the data collection. - Describing the similarities and differences of the human and physical geography of the local area and Innsbruck using the correct geographical vocabulary. - Describing the key aspects of the Alps' human and physical geography to answer the enquiry

			question; including some information about the impact of climate change.
Would you like to live in the desert?	To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats of desert environments. To explore the similarities and differences between two physical environments.	- Identifying the line of latitude where hot desert biomes are located; describing the characteristics of a hot desert biome, including the climate, landscape and nature. - Locating the largest deserts in each continent; describing ways the Mojave Desert is used; comparing the temperatures of two deserts. - Naming and describing the physical features of deserts and beginning to explain how they were formed. - Recognising that the Mojave Desert has a different time zone to the UK; describing how humans use the desert. - Beginning to explain how human activity may contribute to the changing climate and environment of the desert. - Identifying characteristics of two contrasting biomes and comparing land use; discussing if a desert environment is hospitable and why.	- Describing the location of a hot desert biome in relation to the Tropic of Cancer and Capricorn. - Explaining that not all deserts are hot; describing how a desert's position on the globe (such as hemisphere) will affect its climate. - Beginning to explain what deserts looked like in the past and what they might look like in the future, justifying their thinking. - Justifying the ways in which humans use the desert and explaining why this environment may be more appropriate than others. - Creating a balanced argument about living in the desert, considering both human and natural factors. - Explaining which land use options are more suited to either a hot desert or temperate deciduous forest biome (the UK).
Sustainability Year 5 lesson	To explore sustainable fashion by working in a team to plan a clothes swap or upcycling project.	Explaining what fast fashion is and why it harms the environment; describing how reusing and recycling clothes and shoes helps reduce waste.	Evaluating the impact of fast fashion on the environment and suggesting solutions to reduce its negative effects; justifying why some sustainable fashion choices are more effective than others in reducing waste and pollution.

Year 5/6 Cycle B

	Significantly Below/Below	Just at/Securely At	Above/Greater Depth
Where does our energy come from?	- To know why energy sources are important. - To understand the benefits and drawbacks of different energy sources. - To understand how energy is generated in the United States. - To know how energy sources are distributed in an area. - To explain reasons for choosing an energy source. - To collect and present data on where to position a solar panel on the school grounds.	- Describing the significance of energy and giving examples of sources of energy and their trading routes. - Defining renewable and non-renewable energy; discussing the benefits and drawbacks of an energy type and understanding many things that need to be considered when deciding on an energy source. - Describing the significance of the Prime Meridian. Identifying human features on a digital map and discussing how transportation links have changed over time. - Locating UK cities on a map; using six-figure grid references to identify human and physical features on an OS map and using this to understand how energy sources are distributed in an area. - Describing a benefit and a drawback of an energy source. Justifying the location of an energy source by making careful considerations. - Designing and using interview questions, plotting points on a sketch map and justifying their decision for the location of a solar panel.	- Beginning to describe the advantages and disadvantages of certain types of energy and identifying that it is most commonly non-renewable sources that are traded. - Discussing the benefits and drawbacks of a variety of energy sources and understanding that using more than one source may be more realistic to ensure consistent energy provision. - Describing how a city has grown around an energy source, identifying human features on a digital map and recalling how wind energy is being developed in Texas. - Locating six-figure grid references of human and physical features on an OS map; comparing energy sources in two contrasting places and explaining how land use has changed over time. - Explaining benefits and drawbacks of energy sources; researching examples of places that have successfully implemented energy sources and making considerations about the impact on land, environment, wildlife and humans. - Justifying their chosen location for a solar panel, including the limitations a school may face when introducing one to the grounds.
Why does population change?	- To understand the change and distribution of the global population. - To define birth and death rates and describe why they change. - To recognise the push and pull factors influencing migration. - To begin to understand the impact climate change can have on the global population. - To collect data showing how population impacts the amount of traffic and litter in an area. - To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	- Listing where the most densely and sparsely populated areas are, describing the increase in global population over time and beginning to describe what might influence the environments people live in. - Defining birth and death rates and giving examples of what may influence them. - Defining migration; discussing push and pull factors; explaining why some people have no choice but to leave their homes. - Describing reasons why climate change happens and explaining the impact this is having on the population. Suggesting an action they can take to fight climate change.	- Discussing the most densely and sparsely populated continents, defining these two terms, and explaining why the global population has changed over time. - Calculating natural increase for a variety of countries and explaining how these are caused by the relationship between birth and death rates. Justifying influencing factors on both birth and death rates. - Explaining why people migrate voluntarily and involuntarily; categorising the influencing factors into environmental, economic and social. - Describing how climate change happens and explaining short-term and long-term impacts on

		- Following the pre-prepared route on their OS map, using a variety of data collection methods, including using a Likert scale and collecting information from a member of the public. - Creating a digital map to plot data, comparing data from the two locations and suggesting an idea to improve the environment.	the population, using case studies as examples. Explaining actions they can take to fight climate change. - Spotting physical and human features on their route from symbols on the OS map and identifying which methods are qualitative and which are quantitative, as well as identifying limitations with data collection. - Reviewing the benefits and limitations of the data collection methods and beginning to explain trends in the data.
Why do oceans matter?	- To explain the importance of our oceans. - To locate and describe the significance of the Great Barrier Reef. - To explain the impact humans have on coral reefs and oceans. - To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. - To collect data on the types of litter polluting a marine environment. - To present, analyse and evaluate data collected.	- Describing the water cycle; how the ocean is used for human activity, including mapping trading routes, and how it helps to regulate the Earth's climate and temperature. - Identifying the Great Barrier Reef as part of Australia and describing its benefits to homing sea creatures and acting as a barrier to natural disasters. - Describing what can be seen on maps showing data on reefs and oceans. Describing ways in which humans are impacting the oceans and the consequences this will have. - Describing actions that can be taken to help support healthy oceans. Discussing which data collection method would be best for marine fieldwork and why. Identifying potential risks during fieldwork. - Collecting data using a tally chart, photographs and plotting locations on a sketch map. Safely navigating the fieldwork environment, avoiding potential risks. - Using a tally chart and pie chart to state which was the most commonly found type of litter; plotting three locations on a digital map and making suggestions to improve a marine environment.	- Understanding how oceans influence global climate and the impacts this has on humans, giving examples, such as increased risk of flooding due to rising sea levels from melting glaciers. Realising how fundamental the ocean is for trading routes. - Realising that human impact is causing temperatures to rise in the ocean and therefore killing the coral reef and beginning to consider the impact this may have on our lives such as lack of fish or increased harm from natural disasters. - Explicitly explaining key concepts and using key vocabulary around oceans, human impact and climate change, including coral bleaching, plastic pollution, overfishing and how global warming has an impact. - Describing which element of the oceans our actions will impact (beach environments, water quality or marine species). Establishing whether they will be collecting qualitative or quantitative data. Identifying potential risks during fieldwork and how to manage them. "Recording a comprehensive amount of data using all three data collection methods and considering the limitations of the data collection. Safely navigating the fieldwork environment, assessing and avoiding potential risks. "

			Presenting and analysing data using a digital map and pie chart; discussing the limitations they faced and the difficulties they may encounter with implementing their suggestions for improvement.
Sustainability Year 6 lesson	To explore how environmental issues are being addressed by researching people's actions.	Explaining how people are working to make the world more sustainable; suggesting individual, class and school-level sustainability actions.	Considering the impact of their sustainability pledges; explaining why people from across the world need to work together to make it more sustainable.