

Geography curriculum progression map

We want our pupils on our Explorers Pathway to develop their functional communication. Therefore, the weighting of their curriculum diet is such that they are developing this through our Primary Explorers Curriculum, offering frequent communication sessions, as well as developing their communication skills through our Explorers afternoon sessions. They access Geography through the learning experiences that take place during their 'Exploring the Natural World' and 'Exploring The Community' sessions.

Pre-Scheme A					
Continents	Latitude	Oceans	Country	Compass Directions	
Core vocabulary- Land Ground	Core vocabulary- Right Left Up Down	Core vocabulary- Sea Water	Core vocabulary- Place UK England	Core vocabulary- Right Left Forwards Backwards Up Down	

The curriculum has been designed to encourage our pupils with a relevant, exciting and meaningful Geography experience, whilst captivating and challenging our learners at all levels. The intent is that it is engaging, purposeful and will encourage pupils to see the world through their own eyes, and through those of others. Based on evidence from cognitive science, it is proven that: spaced repetition; interleaving and retrieval of previously learning significantly aids learning and the curriculum has been written to enable this to happen

Geography Year 1					
		Scheme A	Scheme B	Scheme C	Scheme D
Term 1	Key Concept	Place, Space	Place, Space	Place, Space, Scale	Place, Space, Scale
	Topic	My World: Continents and Oceans	My World: Continents and Oceans	My World: Continents and Oceans	My World: Continents and Oceans
	Composite Skills Component skills	<p>To have an understanding of their locality within the world.</p> <p>To be able to identify and name some of the seven continents and some of the five oceans.</p> <p>To be able to name and start to locate the four countries and the capital cities of the United Kingdom and their surrounding seas</p> <p>To be familiar with the four main compass directions - North, South, East and West</p>	<p>To be able to identify, name and start to locate the seven continents and the five oceans</p> <p>To be able to name and locate the four countries and the capital cities of the United Kingdom and their surrounding seas.</p> <p>To be able to describe their locality within the world</p> <p>To be familiar with the four main compass directions - North, South, East and West and may start to be able to apply them</p>	<p>To be able to describe their locality within the world, including some of the human and physical features which characterise that place</p> <p>To be able to identify, name and locate the seven continents and the five oceans</p> <p>To be able to locate a number of countries in Europe, to include Russia and other countries within North and South America.</p>	<p>To be able to describe their locality within the world, including a range of the human and physical features which characterise that place, and may be unique to it.</p> <p>To be able to identify, name and locate the seven continents and the five oceans</p> <p>To be able to locate a range of the world's countries.</p> <p>To be able to locate a number of countries in Europe, to include Russia and other countries within North and South America, concentrating on their</p>

		To understand the maps have symbols on to help us identify different features and to be able to name some of the symbols	To understand that symbols are used on maps to help us identify and locate different features and to be able to name some human and physical symbols To be able to use a grid reference (using letters) to locate features on a map.	To be able to use the 4 points of the compass to give comparison to different continental and country locality To be able to use a four figure grid reference to locate a feature on a map. To understand that symbols are used on maps to help us identify and locate different features and to be able to identify both human and physical symbols and start to be able to locate them using their knowledge of grid references	environmental regions, key physical and human characteristics, countries and major cities. To be able to identify the position and significance of latitude. Longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones including day and night. To understand that symbols are used on maps to help us identify and locate different features and to be able to identify both human and physical symbols and to be able to locate them using their knowledge of grid references To be able to use the 8 points of the compass to give comparison to different continental and country locality
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Geography Year 1

		Scheme A	Scheme B	Scheme C	Scheme D
Term 3	Key Concept	Space, Place, Scale	Space, Place, Scale	Space, Place, Scale	Space, Place, Scale
	Topic	My Local Place	My Local Place	My Local Place	My Local Place
	Composite Skills Component skills	To be able to name and recognise some of the key features within the school and its grounds To be able to identify that adults do different jobs in the school	To be able to name and recognise some of the key features within the school and its grounds, describe them. To be able to begin using physical (natural) and human (man-made) when	To be able to name/locate and recognise and categorise both physical and human features within the school and its grounds, with explanation for the features being where they are located	To be able to name/locate and recognise and categorise both physical and human features within the school and its grounds, with explanation for the features being in their particular place/

		<p>To be able to name and recognise some of the key features of home and school</p> <p>To know that Plympton/Plymouth is their locality and to recognise some key places and or features in Plympton/Plymouth</p> <p>To be shown that Plympton is a part of Plymouth.</p> <p>To understand that Plymouth is in the UK.</p> <p>To understand that London is the capital of England</p> <p>To begin to identify some of the differences and the similarities between Plymouth and London</p>	<p>describing features at home, school</p> <p>To be able to recognise and describe where people work within the school</p> <p>To be able to describe some of the key features of home and school</p> <p>To be able to identify some of the differences and the similarities between home and school</p> <p>To know and describe that Plympton/Plymouth is home/their locality</p> <p>To be able to describe some of the key features of Plympton/Plymouth and begin to categorise them into human (man-made) and/or physical (natural)</p> <p>To be able to identify that Plympton is a part of Plymouth and be able to locate it on a local/regional map with some help.</p> <p>To understand that Plymouth is in England in the UK and be able to locate it with some help</p> <p>To understand that London is the capital of England and be able to locate it on a local and national map with some help.</p> <p>To begin comparing the differences and the similarities between Plymouth and London</p>	<p>To be able to recognise and explain where people work within the school</p> <p>To be able to explain some of the key features of home and school</p> <p>To be able to compare the differences and the similarities between home and school</p> <p>To know and describe that Plympton is home and be able to describe some of the key features of the area, both human and physical.</p> <p>To be able to identify that Plympton is apart of Plymouth and be able to locate it on a local map and a national map using their directional knowledge and terminology from their 'My World' unit</p> <p>To be able to identify and categorise both human and physical features of Plymouth.</p> <p>To understand that Plymouth is in Devon and that Devon is a county.</p> <p>To understand that Plymouth is in England, which is part of the UK and be able to locate it.</p> <p>To know that London is the capital of England and reasons as to why London is the capital city, as well as being able to locate it on different map presentations including local and national map,</p>	<p>To be able to recognise and explain where people work within the school</p> <p>To be able to explain a range of the key features of home and school</p> <p>To be able to compare the differences and the similarities between home and school and explain why these differences exist</p> <p>To know and describe that Plympton is home and be able to describe some of the key features of the area, both human and physical.</p> <p>To be able to identify that Plympton is apart of Plymouth and be able to locate it on a local map and a national map using their directional knowledge and terminology from their 'My World' unit.</p> <p>To be able to confidently identify and categorise both human and physical features of Plymouth.</p> <p>To understand that Plymouth is in Devon and that Devon is a county. Students will also be able to identify the neighbouring county of Cornwall and Somerset</p> <p>To understand that England in the UK and be able to locate it in relation to Scotland, Wales, Republic of Ireland and Northern Ireland.</p> <p>To know that London is the capital of England and understand reasons as to why London is the capital city, as well as being able to locate it on different map presentations including local and national map, and through aerial photographs.</p>
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				and through aerial photographs. To be able to compare and the differences and the similarities between Plymouth and London	To be able to compare and give explanation for the differences and the similarities between Plymouth and London
		Scheme A	Scheme B	Scheme C	Scheme D
Term 5	Key Concept	weather, climate, compare	weather, climate, compare	weather, climate, compare	weather, climate, compare
	Topic	Weather and Climate: How is our weather and climate different from other places?	Weather and Climate: How is our weather and climate different from other places?	Weather and Climate: How is our weather and climate different from other places?	Weather and Climate: How is our weather and climate different from other places?
	Composite Skills Component skills	<p>To understand what the weather is</p> <p>To be able to identify different weather types</p> <p>To be able to compare weather types through storytelling.</p> <p>To understand the basics of the water cycle - cloud, rain, sea, sun.</p> <p>To know that in Plymouth we have a mild and wet climate.</p> <p>To understand that the climate is hotter at the Equator and colder at</p>	<p>To understand and describe what the term 'weather' means - the weather can change minute by minute/day by day</p> <p>To be able to describe a range of different weather types</p> <p>To understand and describe what 'climate' means - the climate is the weather over a much longer period of time.</p> <p>To know why it rains and begin to understand the basics of the water cycle - cloud, rain, sea, sun.</p> <p>To know that in Plymouth, UK we have</p>	<p>To be able to explain the difference between weather (day to day) and climate (weather over a 30 year period)</p> <p>To be able to identify a range of different weather types.</p> <p>To be able to explain the water cycle, with some use of key terminology such as evaporation, transpiration; precipitation (rain, snow, sleet, hail) and why it rains.</p> <p>To know that in Plymouth, UK we have a mild and wet climate and</p>	<p>To be able to confidently explain the difference between weather (day to day) and climate (weather over a 30 year period)</p> <p>To be able to identify a range of different weather types and where they are most common (locality or seasonality)</p> <p>To be able to explain the water cycle, with clear use of terminology such as evaporation, transpiration; precipitation (rain, snow, sleet, hail) and why it rains.</p> <p>To know that in Plymouth, UK we have a</p>

		<p>the Poles.</p>	<p>a mild and wet climate and begin to understand the reasons for the climate (latitude and proximity to the Atlantic Ocean)</p> <p>To know that London, UK has a mild and dry climate and begin to understand the reason for the climate (latitude and proximity to Europe)</p> <p>To begin making comparisons between the climate in Plymouth and London</p> <p>To understand that the climate is hotter at the Equator and colder at the Poles and begin to understand why.</p>	<p>begin to understand the reasons for the climate (latitude and proximity to the Atlantic Ocean)</p> <p>To know that London, UK has a mild and dry climate and begin to understand the reason for the climate (latitude and proximity to Europe)</p> <p>To know that the Scottish Highlands has a cold and wet climate and begin to understand the reason for the climate (latitude, altitude and proximity to the Atlantic)</p> <p>To begin making comparisons between the climate in Plymouth, London and the Scottish Highlands, identifying similarities and differences in the weather experienced.</p> <p>To be able to compare the weather here in the UK to the weather in Antarctica using global positioning to explain the difference (linking back to previous work on continents/oceans) and proximity to the North/South pole</p> <p>To be able to compare the weather here in the UK to the weather in the tropical Rainforest using global positioning to explain the difference (linking back to previous work on continents/oceans) and proximity to the Equator</p>	<p>mild and wet climate and understand the reasons for the climate (latitude and proximity to the Atlantic Ocean)</p> <p>To know that London, UK has a mild and dry climate and understand the reason for the climate (latitude and proximity to Europe)</p> <p>To know that the Scottish Highlands has a cold and wet climate and begin to understand the reason for the climate (latitude, altitude and proximity to the Atlantic).</p> <p>To be able to make comparisons between the climate in Plymouth, London and the Scottish Highlands, identifying and describing similarities and differences in the weather experienced.</p> <p>To be able to compare the weather here in the UK to the weather in Antarctica using global positioning to explain the difference (linking back to previous work on continents/oceans) and proximity to the North/South pole</p> <p>To be able to compare the weather here in the UK to the weather in the tropical Rainforest using global positioning to explain the difference (linking back to previous work on continents/oceans) and proximity to the Equator</p>
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Geography - Year 2

		Scheme A	Scheme B	Scheme C	Scheme D
Term 1	Key Concept	Place, Space, Scale	Place, Space, Scale, Space	Place, Space, Scale, Space	Place, Space, Scale, Space
	Topic	My National Place: The United Kingdom	My National Place: The United Kingdom	My National Place: The United Kingdom	My National Place: The United Kingdom
	Composite Skills Component skills	<p>To understand that a country is an area of land.</p> <p>To know that England is a country and it is where they live,</p> <p>To know that England is in the United Kingdom, which is in Europe.</p> <p>To know the capital city of England is London</p> <p>To be able to identify some basic human and physical features which characterise England, and may be unique to it.</p> <p>To be able to identify some of the basic human and physical features which characterise London.</p>	<p>To be able to describe what a country is and know that England is a country.</p> <p>To understand that England is in Europe, which is a continent.</p> <p>To know that the United Kingdom is made up of four different countries - they may not be able to name all of them England, Scotland, Wales and Northern Ireland.</p> <p>To be able to identify, name and locate England and Scotland and their capital cities (London, Edinburgh)</p> <p>To be able to name the Atlantic Ocean.</p> <p>To be able to describe a some of the human and physical features which</p>	<p>To be able to describe what a country and continent are and provide some examples.</p> <p>To understand the global position of the UK, within Europe.</p> <p>To understand that the United Kingdom is made up of four different countries - England, Scotland, Wales and Northern Ireland.</p> <p>To be able to identify, name and locate the above countries and their capital cities (London, Edinburgh, Cardiff, Belfast)</p> <p>To be able to name the Atlantic Ocean, the North Sea and the English Channel</p>	<p>To be able to accurately describe what a country and continent are and provide a range of examples .</p> <p>To understand and identify the global position of the UK, within Europe.</p> <p>To understand that the United Kingdom is made up of four different countries - England, Scotland, Wales and Northern Ireland.</p> <p>To understand that Great Britain includes the above four countries and also the Republic of Ireland.</p> <p>To be able to identify, name and locate the above countries and their capital cities (London, Edinburgh, Cardiff, Belfast and Dublin)</p>

		<p>To know that a map can help us locate places</p> <p>To be able to use a map or globe to identify where England is</p>	<p>characterise England and Scotland, and may be unique to it, with some understanding the similarities and the differences.</p> <p>To be able to describe some of the key physical geography of each country of the UK e.g. Northern Scotland is hilly and has much colder temperature than parts of Southern England where it is flat in the east and warmer</p> <p>To use previously acquired knowledge of map skills to be able to identify both human and physical symbols and to be able to locate them using their knowledge of grid references</p> <p>To be able to use direction to give comparison to different continental and country locality</p> <p>To be able to use a maps, atlases, globes or photographs to locate England and Scotland and describe the features studied</p>	<p>To be able to describe a range of the human and physical features which characterise each country in the UK, and may be unique to it, understanding the similarities and the differences.</p> <p>To be able to describe some of the key physical geography of each country of the UK e.g. Northern Scotland is exceptionally hilly and has much colder temperature than parts of Southern England.</p> <p>To use previously acquired knowledge of map skills to be able to identify both human and physical symbols and to be able to locate them using their knowledge of grid references</p> <p>To be able to use the 4 points of the compass to give comparison to different continental and country locality</p> <p>To be able to use a combination of maps, atlases, globes and photographs to locate countries and describe the features studied</p>	<p>To be able to identify, name and locate the Atlantic Ocean, the North Sea and the English Channel</p> <p>To be able to describe a range of the human and physical features which characterise each country in the UK, and may be unique to it, understanding the similarities and the differences.</p> <p>To be able to compare the physical geography of each country of each country of the UK e.g. Northern Scotland is exceptionally hilly and has much colder temperature than parts of Southern England - where to the East the land is much flatter than the west. The west is much rainier due to the proximity to the Atlantic Ocean and the east drier due to being near continental Europe</p> <p>To be able to identify the position and significance of latitude and longitude of the capital cities, including the Prime/Greenwich Meridian which runs through London</p> <p>To use previously acquired knowledge of map skills to be able to identify both human and physical symbols and to be able to locate them using their knowledge of grid references</p> <p>To be able to use the 8 points of the compass to give comparison to different continental and country locality</p>
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					To be able to use a combination of maps, atlases, globes and photographs to locate countries and describe the features studied
		Scheme A	Scheme B	Scheme C	Scheme D
Term 5	Key Concept	Space, Place, Environment	Space, Place, Scale, Connections	Space, Place, Scale, Connections, Change and Impact	Space, Place, Scale, Connections, Change and Impact
	Topic	Living Near the Coast	Living Near the Coast	Living Near the Coast	Living Near the Coast
	Composite Skills Component skills	<p>To know that England/UK is surrounded by the sea (water/ocean).</p> <p>To know that the coast is the strip of land that meets the ocean or sea</p> <p>To know what the beach is and be able to identify it from photographs.</p> <p>To be able to identify some of the physical features that you may find on the beach such as a wave, the sand, a cliff, a seagull, a rock pool</p> <p>To be able to identify some of the human features that you may find on the beach such as a sea defence, pier, harbour, tourist.</p> <p>To know that the waves break (erode) the land,</p> <p>To know that we can build sea defences to stop the land getting</p>	<p>To know that England/UK is surrounded by the sea and to the West is the Atlantic</p> <p>To know that the coast is the strip of land that meets the ocean or sea</p> <p>To know what the beach is and be able to identify it from photographs.</p> <p>To be able to describe some of the physical features that you may find on the beach such as a wave, the sand, the beach, a cliff, a seagull, a rock pool</p> <p>To be able to describe some of the human features that you may find on the beach such as a sea defence, pier, harbour, tourist.</p> <p>To know that the waves break (erode) the land,</p>	<p>To be able to name the coastal areas surrounding the UK - Atlantic, North Sea and the English Channel.</p> <p>To understand that the coastline is shaped by two different types of waves - constructive and destructive.</p> <p>To understand and be able to describe some of the basic similarities and differences between constructive and destructive waves e.g. destructive waves erode the beach and constructive waves build a beach, constructive waves are much smaller than destructive waves</p> <p>To be able to explain what coastal erosion is, and have a basic understanding of the different types of erosion (hydraulic power,</p>	<p>To be able to name, locate and identify the coastal areas surrounding the UK - Atlantic, North Sea and the English Channel.</p> <p>To understand that the coastline is shaped by two different types of waves - constructive and destructive.</p> <p>To understand and be able to describe a range of the similarities and differences between constructive and destructive waves.</p> <p>To be able to explain what coastal erosion is, and have a basic understanding of the different types of erosion (hydraulic power, abrasion, attrition and solution).</p> <p>To be able to identify erosional landforms such as a headland, cave, stack and stump and be able to explain the formation of Old Harry Rocks (Headland - stack formation, erosional landform)</p>

		broken (eroded) To virtually visit Dawlish Warren	To know that we can build sea defences to stop the land getting broken (eroded) and explain how a sea wall and rip rap work. To virtually visit Dawlish Warren	abrasion, attrition and solution). To be able to identify a headland, a cave, a stack and a stump To be able to describe what transportation and deposition are To be able to identify a spit To be able to explain a range of human and physical features on the coastline. To be able to describe how coastal management strategies protect the coastline. e.g. a sea wall, rip rap and a groyne To virtually visit Dawlish Warren and study the landform and coastal defences	To be able to describe what transportation and deposition are To be able to identify a spit and a beach and explain the formation of Dawlish Warren (spit, depositional landform) To be able to explain a range of human and physical features on the coastline. To be able to explain how a range of coastal management strategies protect the coastline. To virtually visit Dawlish Warren and study the landform and coastal defences
		Scheme A	Scheme B	Scheme C	Scheme D
Term 5	Key Concept				
	Topic	Climate Zones	Climate Zones	Climate Zones	Climate Zones
	Composite Skills Component skills	To know that the Poles are cold. To know some of the features (human and physical) associated with cold polar environments. To know that in the area closest to	To know that the Poles are cold because they are furthest from the sun To be able to describe some of the features (human and physical) associated with cold polar	To understand temperature is directly linked to a place's proximity to the sun and due to the curvature of the earth and be able to explain this using the torch light analogy. They may use the term concentrated and	To understand temperature is directly linked to a place's proximity to the sun and due to the curvature of the earth and be able to explain this using the torch light analogy. They will be able to correctly use words such as concentrated and dispersed in relation to solar

		<p>the Equator (although they would not be expected to know the word equator) will be much hotter. To know some of the features (human and physical) associated with hot environments e.g. the hot desert or the tropical rainforest.</p>	<p>environments.</p> <p>To know that in the area closest to the Equator (although they would not be expected to know the word equator) will be much hotter. To be able to describe some of the features (human and physical) associated with hot environments e.g. the hot desert or the tropical rainforest.</p> <p>To be able to compare some of the differences and similarities between a hot and cold environment (e.g. a hot desert - the Sahara and a cold desert - Antarctica</p>	<p>dispersed to explain this, and/or words that are similar.</p> <p>To be able to explain the pattern of wet and dry places e.g. Equator hot and wet and link this to the ecosystem - tropical rainforest, the tropics are hot and dry and the ecosystem here is the hot desert, the Mediterranean climate is warm and wet and the Poles are a cold desert and they are cold and dry. They will be able to link the latitude to the ecosystem and associated characteristics.</p>	<p>insolation to explain why the this is the case</p> <p>To be able to explain the pattern of wet and dry places e.g. Equator hot and wet and link this to the ecosystem - tropical rainforest, the tropics are hot and dry and the ecosystem here is the hot desert, the Mediterranean climate is warm and wet and the Poles are a cold desert and they are cold and dry. They will be able to link the latitude to the ecosystem and associated characteristics.</p>
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Geography - Year 3					
		Scheme A	Scheme B	Scheme C	Scheme D
Term 1	Key Concept	Place, Space, Scale, Space	Place, Space, Scale, Space	Place, Space, Scale, Space	Place, Space, Scale, Space
	Topic	My Capital City: London	My Capital City: London	My Capital City: London	My Capital City: London
	Composite Skills Component skills	<p>To understand what a city is.</p> <p>To know that London is our capital city.</p> <p>To understand why London is the capital city</p>	<p>To be able to locate London on a map of the UK</p> <p>To understand what a city is and know that London is a city, as well as give some other examples e.g. Plymouth</p>	<p>To understand what a city is - basic understanding of settlement hierarchy, isolate dwelling, village, town, city - using local examples to compare to London</p> <p>To be able to identify and locate</p>	<p>To understand what a city is - basic understanding of settlement hierarchy, isolate dwelling, village, town, city, megacity - using local examples to compare to London</p>

	<p>To be able to identify some of the key human and physical characteristics of London</p> <p>To be able to describe some of the things that you can do in London</p> <p>To be able to locate London on a map</p>	<p>To know that London is our capital city.</p> <p>To understand why London is the capital city - what does capital city mean</p> <p>To understand that London has a population of 8.7 million, This is far more than Plymouth (also a city) and more than Plympton (town)</p> <p>To be able to describe some of the key human and physical characteristics of London</p> <p>To be able to describe some of the things that you can do in London</p> <p>To be able to locate London on a map</p>	<p>London on maps at different scales.</p> <p>To understand that London was settled by the Romans in 43AD and have a clear understanding of what physical and human features made it a good site to settle in and grow.</p> <p>To understand why London is important both nationally and internationally</p> <p>To understand that London's population is growing, and people from all over the world want to live in London .</p> <p>To be able to explain some of the opportunities that London has (growth of the economy, being a green city) and compare these to the challenges (pollution, transport issues)</p>	<p>To be able to identify and locate London on maps at different scales (local, national and global and describe its global positioning using compass directions and latitude and longitude.</p> <p>To understand that London was settled by the Romans in 43AD and have a clear understanding of what physical and human features made it a good site to settle in and grow.</p> <p>To understand why London is important both nationally and internationally</p> <p>To understand that London's population is growing, although it is not yet a megacity (this is predicted by 2030), London is a world city. Students may be able to compare to megacities such as Tokyo, New York in terms of number.</p> <p>To understand how London Docklands has changed over time and be able to explain some of the reasons for it.</p> <p>To be able to explain some of the opportunities that London has (growth of the economy, being a green city) and compare these to the challenges (pollution, transport issues)</p>	
		Scheme A	Scheme B	Scheme C	Scheme D

Term 3	Key Concept	Space, Place, Environment	Space, Place, Environment, Impact	Space, Place, Scale, Connections, Change and Impact	Space, Place, Scale, Connections, Change and Impact
	Topic	Ecosystems and the Living World: How and why is the Amazon Rainforest changing?	Ecosystems and the Living World: How and why is the Amazon Rainforest changing?	Ecosystems and the Living World: How and why is the Amazon Rainforest changing?	Ecosystems and the Living World: How and why is the Amazon Rainforest changing?
	Composite Skills Component skills	<p>To know that an ecosystem is an area which has specific features</p> <p>To understand that there is more than one ecosystems and that the features and characteristics of it are different</p> <p>To be able to identify the location of the Tropical Rainforest (Equator)</p> <p>To be able to describe that the climate in the tropical rainforest is hot and wet.</p> <p>To be able to identify that the rainforest has different layers and know that the forest floor is dark with few animals, whereas the canopy has lots of animals and is lighter</p> <p>To understand that there are lots of different animals in the rainforest and they are different to the animals in Plympton e.g. flying squirrel and a snake.</p>	<p>To know and give a definition as to what an ecosystem is.</p> <p>To understand that there is more than one ecosystems and that they have different characteristics e.g. Tropical Rainforest, Desert, Polar</p> <p>To be able to identify the location of some of the world's major ecosystems - Tropical Rainforest (Equator), Polar (Poles), Hot Desert (Tropics).</p> <p>To be able to identify the location of the tropical rainforest and know that the climate there is hot and we</p> <p>To be able to identify that the rainforest has 4 layers and that they have different characteristics e.g. the forest floor is very dark and damp, the canopy layer has lots of very tall trees (emergents) and there are lots of animals in this layer.</p>	<p>To be able to explain what an ecosystem is and give an example of contrasting ecosystems.</p> <p>To understand that there are a variety of ecosystems and be able to explain the different characteristics that these ecosystems have, particularly in relation to their size. An ecosystem can be as small as a pond or as large as the rainforest - scale.</p> <p>To be able to explain where the different ecosystems are and locate them on to the map.</p> <p>To be able to identify the location of the tropical rainforest, this will build on the work that they have done on longitude/latitude and global positioning, as well as some of the key characteristics such as</p>	<p>To be able to explain what an ecosystem is and give an example of contrasting ecosystems.</p> <p>To understand that there are a variety of ecosystems and be able to explain the different characteristics that these ecosystems have, particularly in relation to their size. An ecosystem can be as small as a pond or as large as the rainforest - scale.</p> <p>To be able to explain where the different ecosystems are and locate them on to the map.</p> <p>To be able to identify the location of the tropical rainforest, this will build on the work that they have done on longitude/latitude and global positioning, as well as some of the key characteristics such as the climate being hot and humid, and that this is due to the proximity to the equator (places on the Equator are hot</p>

		<p>To understand that there are lots of different plants in the rainforest such as a plant such as a venus fly trap has.</p>	<p>To understand that there are lots of different animals in the rainforest and understand the key adaptations of a flying squirrel and a snake.</p> <p>To understand that there are lots of different plants in the rainforest and understand the key adaptations a plant such as a venus fly trap has</p>	<p>the climate being hot and humid, and that this is due to the proximity to the equator (places on the Equator are hot due to the earth's axial tilt and position of the sun).</p> <p><i>//It may be very hard for them to understand why it is so wet - as a common misconception is that is will be dry//</i></p> <p>The rainforest has 5 main layers all of which have different characteristics and therefore will have different plants and animals living there.</p> <p>To have an understanding of the range of plants and animals in the tropical rainforest, along with an understanding of adaptation and the characteristics plants (ideas to include epiphytes; buttress roots; lianas; tall smooth bark), and animals have (frogs with suction cups on their feet, flying squirrel has a bat like cape, flying snakes can contort their body to fly through the trees), in order to live in the rainforest.</p> <p>To understand why rainforests are considered to be at risk - what are the opportunities they present and what are the challenges that they face.</p>	<p>due to the earth's axial tilt and position of the sun).</p> <p><i>//It may be very hard for them to understand why it is so wet - as a common misconception is that is will be dry//</i></p> <p>The rainforest has 5 main layers all of which have different characteristics and therefore will have different plants and animals living there.</p> <p>To have an understanding of the range of plants and animals in the tropical rainforest, along with an understanding of adaptation and the characteristics plants (ideas to include epiphytes; buttress roots; lianas; tall smooth bark), and animals have (frogs with suction cups on their feet, flying squirrel has a bat like cape, flying snakes can contort their body to fly through the trees), in order to live in the rainforest.</p> <p>To understand why rainforests are considered to be at risk - what are the opportunities they present and what are the challenges that they face.</p>
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Term 5	Key Concept	Place, Space, Environment, Change	Place, Space, Environment, Change and Impact	Place, Space, Environment, Change and Impact	Place, Space, Environment, Change and Impact
	Topic	My Hazardous World: Natural Hazards	My Hazardous World: Natural Hazards	My Hazardous World: Natural Hazards	My Hazardous World: Natural Hazards
	Composite Skills Component skills	<p>To understand that the Earth has different layers.</p> <p>To understand and name that we live on the crust.</p> <p>To know that the crust can move, which can lead to volcanoes or earthquakes occurring.</p> <p>To be able to identify a volcano and understand that it erupts.</p> <p>To be able to describe some of the effects of a volcano erupting.</p> <p>To understand what an earthquake is.</p> <p>To be able to describe some of the effects of an earthquake occurring.</p>	<p>To understand that the Earth has different layers and be able to recall some of their names</p> <p>To understand and name that we live on the crust.</p> <p>To know that the crust can move, which can lead to volcanoes or earthquakes occurring.</p> <p>To be able to use a map to give a basic description of hazard distribution using continents and compass direction</p> <p>To be able to identify a volcano and understand that it erupts.</p> <p>To be able to name some of the different parts of a volcano</p>	<p>To understand that the Earth has four layers, be able to name them (crust, mantle, outer and inner core)</p> <p>To understand that we live on the crust, and there are two types of crust (oceanic and continental) that move causing earthquakes and volcanoes</p> <p>To be able to describe that the plates can move in different directions which can cause volcanoes; earthquakes; and/or mountains to form.</p> <p>To be able to use a map to describe using continents/latitude/longitude/compass points the distribution of different hazards</p>	<p>To understand that the Earth has four layers, be able to name them (crust, mantle, outer and inner core) and each layer has different characteristics.</p> <p>To understand that we live on the crust, and there are two types of crust (oceanic and continental) that move due to convection currents moving in the mantle.</p> <p>To be able to describe that the plates can move in 3 different directions (constructive/destructive and collision) which can cause volcanoes; earthquakes; and/or mountains to form. They are able to link the margin type to the hazard type</p> <p>To be able to use a map to explain using latitude/longitude/compass points the distribution of different hazards</p> <p>To understand that there are two different types of volcanoes (composite</p>

			<p>To be able to describe some of the effects of a volcano erupting.</p> <p>To understand what an earthquake is.</p> <p>To be able to describe some of the effects of an earthquake occurring in California</p>	<p>To understand that there are two different types of volcanoes (composite and shield) and some of their different characteristics.</p> <p>To be able to explain why some people may live near volcanoes and what opportunities they provide.</p> <p>To understand why an earthquake happens and how an earthquake is measured.</p> <p>To be able to describe the impacts of living along the San Andreas fault, in California</p>	<p>and shield) and be able to compare their different characteristics.</p> <p>To be able to explain why some people may live near volcanoes and what opportunities they provide.</p> <p>To understand why an earthquake happens and how an earthquake is measured.</p> <p>To be able to describe the impacts of living along the San Andreas fault, in California</p>