

Countries of the World : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify the continents of the world.	Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.	<ul style="list-style-type: none"> • Do children know what a continent is? • Can children name each of the 7 continents? • Can children locate the 7 continents on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D/1E • Information Sheet (FSD? activity only) • Continents Flags sheet (FSD? activity only)
Lesson 2	To be able to locate countries on a world map.	Children will recap the location of the seven continents of the world before defining what the difference between a country and a continent is. They will then use a world map to locate countries in different continents around the world.	<ul style="list-style-type: none"> • Can children locate the 7 continents on a map? • Can children use a map to locate different countries around the world? • Can children state which continent a particular country is in? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D • World Map sheet • Continents Map sheet • Riddle Cards (FSD? activity only) • Countries Cards (FSD? activity only) • Continent Cards
Lesson 3	To find out about some of the key geographical features of each continent.	Children will discover the tallest mountain and longest river in each of the seven continents. They will also find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in.	<ul style="list-style-type: none"> • Can children identify and name some of the highest mountains in different continents? • Can children identify and name some of the longest rivers in different continents? • Can children use a variety of sources to find out about key geographical features of the 7 continents? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Picture Cards • Information Book Template • Information Cards (FSD? activity only)
Lesson 4	To be able to locate major capital cities of the world.	Children will understand what a capital city is. They will then name and locate some of the major capital cities in the world across the continents. They can also find out some information about some of the cities they have identified.	<ul style="list-style-type: none"> • Do children know what a capital city is? • Can children use maps to locate capital cities? • Can children use a variety of sources to find out about geographical features of a particular capital city? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Question Cards (FSD? activity only)
Lesson 5	To be able to use a variety of sources to identify human and physical features in a particular country.	Children will find out the difference between human and physical geography. They will be given some information about different countries around the world before being challenged to carry out their own research into a particular country.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use appropriate sources of information to find out about a particular country? • Can children locate countries, continents and cities on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Country Cards
Lesson 6	To be able to find similarities and differences between different countries.	Children will identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features.	<ul style="list-style-type: none"> • Can children identify similarities between different countries? • Can children identify differences between countries? • Do children understand that all countries have different features and characteristics? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Country Profile Cards (FSD? activity only) • End of Unit Quiz

Where does our food come from? : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that the food we eat comes from many different places around the world.	Children will locate the UK as being in the Northern Hemisphere. They will think about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. They will find out about the origins of some breakfast foods, as well as how they are traded and transported around the world.	<ul style="list-style-type: none"> Do children know that the United Kingdom is in the Northern Hemisphere? Do children understand that our food comes from different places around the world? Can children explain some of the ways in which food is processed and transported around the world? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Atlases, books, internet etc. (FSD? activity only) Breakfast Foods (FSD? activity only)
Lesson 2	To know how land in temperate climate zones is used to produce food.	Children will find out about some of the different climate zones around the world. They will look particularly at temperate climate zones. They will look at farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.	<ul style="list-style-type: none"> Can children describe some of the conditions in temperate climate zones? Do children know some of the foods that are produced in temperate climate zones? Can children explain how these foods are transported long distances? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Travelling Through Time Zones Food Cards & Ingredient Cards (FSD? activity only)
Lesson 3	To know how land in tropical climate zones is used to produce food.	Children will locate the tropics as being between the Tropics of Cancer and Capricorn. They will find out about tropical climates and discover that bananas grow well in this climate. They will find out how bananas are grown before being exported to the UK. They will also find out about fair trade.	<ul style="list-style-type: none"> Do children know where the tropics are? Can children describe the conditions of tropical climate zones? Can children explain how buying fair trade produce benefits food growers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Fair Trade (FSD? activity only)
Lesson 4	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	Children will identify Indonesia as being in a tropical climate and will start to understand the term 'biome'. They will look at the process of rice production in Indonesia and how farmers change land use. They will consider the consequences of this and start to understand deforestation as a result.	<ul style="list-style-type: none"> Do children know what a biome is? Can children explain how land is changed to enable more food to be produced? Do children understand some of the consequences of changing the way land is used? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Deforestation Statements Books, CD ROMs, newspaper articles, internet etc. Deforestation Questions (FSD? activity only)
Lesson 5	To explore how food is produced in mediterranean climate zones.	Children will locate areas in the world that have a mediterranean climate zone and identify the features of this biome. They will find out about Italy and the produce that can be grown and reared there thanks to the climate.	<ul style="list-style-type: none"> Do children know where in the world mediterranean climate zones are found? Can children describe the conditions in mediterranean climate zones? Can children describe some ways in which land is used for farming in mediterranean climate zones? 	<ul style="list-style-type: none"> Slides Crops and Livestock The Farmer's Fields Food tasting (FSD? only) A variety of Italian foods (FSD? only)
Lesson 6	To explain how land is used to produce food in the United Kingdom.	Children will recap what lines of longitude and latitude are and locate the UK on a map. They will go on to find out about the crops that are grown and livestock that are raised in the UK for food.	<ul style="list-style-type: none"> Do children know what longitude and latitude lines are? Can children describe the climate in the United Kingdom and other temperate climate zones? Can children explain some ways in which land is used by farmers to produce food in the United Kingdom? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C Food Diary (optional) Farmer Interview (FSD? activity only)
Lesson 7	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.	Children will recap everything they have learnt about food production and distribution around the world. They will recap climate zones and their locations, and describe what different foods can be produced in each biome. They will find out what an infographic is and consider how they present the information they have learnt.	<ul style="list-style-type: none"> Can children use hemisphere, longitude and latitude to describe locations? Can children describe some differences between climate zones? Do children know that some food sold in the United Kingdom comes from other parts of the world? 	<ul style="list-style-type: none"> Slides Worksheets 7A/7B/7C Books, CD ROMs, internet etc. World Map (FSD? activity only) Challenge Cards (FSD? activity only)

In the Desert : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what deserts are and where in the world they are located.	Children will define what a desert actually is and discover that there can be deserts in cold climates as well as hot climates. They will use a world map with a key to identify the major deserts of the world. They will also find out some interesting facts about different deserts around the world.	<ul style="list-style-type: none"> Do children know what a desert is? Can children locate some of the world's major deserts on a world map? Do children know that not all deserts are hot and sandy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E Deserts of the World Map World Map Fact Cards (FSD? activity only)
Lesson 2	To investigate the weather and climate of deserts.	Children will identify that deserts all have arid climates but that some can be hot and some cold. They will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information.	<ul style="list-style-type: none"> Do children know that deserts are characterised by extremely low rainfall? Can children describe the weather and climate of deserts around the world? Can children analyse data to find out about desert climates? 	<ul style="list-style-type: none"> Slides Data Cards Worksheet 2A/2B/2C/2D Location Cards (FSD? activity only)
Lesson 3	To find out about desert formations.	Children will explore some different types of desert formations, such as sand dunes, salt flats, pillars and arches, and find out how they were formed. They can then express their understanding through a variety of different activities.	<ul style="list-style-type: none"> Do children know that deserts change over time? Do children know how sand dunes are formed? Can children describe the process of erosion to create various rock formations? 	<ul style="list-style-type: none"> Slides Booklet Template A/B Picture Cards Challenge Card (FSD? activity only)
Lesson 4	To find out how deserts are used by humans.	Children will learn that even though deserts are very inhospitable for human habitation, there are many ways in which deserts are used by humans. They will identify some of the natural resources that can be found in desert, such as diamonds, salt and oil, as well as how humans can use desert areas for a variety of different things such as filming, leisure and military testing.	<ul style="list-style-type: none"> Do children know that much of the desert is too hostile to be lived in by humans? Can children name some of the ways in which deserts are used by humans? Can children list some of the natural resources of the desert, such as oil? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Books, access to internet, etc. Mind Map (FSD? activity only)
Lesson 5	To find out about people who live in deserts.	Children will think about some of the challenges faced by people living in deserts. They will find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. They will also explore how large desert cities get the water they need.	<ul style="list-style-type: none"> Do children know that many people live in deserts? Can children describe some of the challenges faced by desert dwellers? Do children know how cities grow and survive in deserts? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Challenge Cards (FSD? activity only) Variety of information sources (FSD? activity only)
Lesson 6	To find out about the causes and effects of desertification.	Children will define what desertification is before looking at some of the factors that cause it. They will also look at the effects of desertification, particularly for poorer farmers, and consider how the problem can be tackled.	<ul style="list-style-type: none"> Can children describe what desertification is? Do children know why desertification is happening? Can children describe the effects of desertification? 	<ul style="list-style-type: none"> Slides Worksheet 6A Interview Questions sheet Question Cards (FSD? activity only) End of Unit Quiz

Our European Neighbours : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate Europe on a world map and find out about its features.	Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps.	<ul style="list-style-type: none"> Can children locate Europe on a world map? Do children know that the UK is a country in Europe? Can children describe some of the geographical features of Europe? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Books, atlases, access to internet, etc. Fact File sheet (FSD? activity only) Fact Cards (FSD? activity only)
Lesson 2	To be able to identify and locate countries in Europe.	Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries.	<ul style="list-style-type: none"> Can children locate Europe on a world map? Can children identify European countries? Can children use a map to identify European countries? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Maps/atlases Country Labels (FSD? activity only) European Map sheet (FSD? activity only) Large sheets of paper String/ribbon (optional - FSD? activity)
Lesson 3	To be able to identify European countries according to their features.	Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match countries to their flags.	<ul style="list-style-type: none"> Can children match European flags to their countries? Do children know that there are a variety of currencies in Europe, including the euro? Can children describe ways in which European countries are different from each other? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet Books, access to internet, etc. European Flags sheet (FSD? activity only) Flag Cards (FSD? activity only)
Lesson 4	To be able to identify the major capital cities of Europe.	Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.	<ul style="list-style-type: none"> Can children describe what a capital city is? Can children identify the capital cities of some European countries? Can children locate European capital cities on a map? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Quiz Template (FSD? activity only) Information Sheet (FSD? activity only)
Lesson 5	To be able to compare two European capital cities.	Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves.	<ul style="list-style-type: none"> Can children identify landmarks belonging to different European cities? Can children use a variety of sources to find out about the geographical features of cities? Can children compare and contrast two different European cities? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Description Cards City Cards (FSD? activity only)
Lesson 6	To find out about the human and physical features of a European country.	Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways.	<ul style="list-style-type: none"> Do children understand the difference between human and physical geography? Can children use a variety of sources of information to find out about a particular country? Can children present the information they have found out appropriately? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Books, maps, atlases, access to internet, etc. Country Cards (FSD? activity only) Challenge Cards (FSD? activity only) End of Unit Quiz

Settlements : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the needs of early settlers and explore the origins of place names.	Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.	<ul style="list-style-type: none"> Can children explain who some early settlers were and why they settled in Britain? Can children describe the needs of early settlers and how they chose land to suit these needs? Do children know the origins of some common British place names? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Place Names Origins Sheet (FSD? activity only)
Lesson 2	To find out about different settlements and how settlements change over time.	Children will learn about the differences between hamlets, villages, towns and cities. They use geographical knowledge when looking at maps and exploring different settlements.	<ul style="list-style-type: none"> Can children define hamlets, villages, towns and cities? Can children identify whether a settlement is a hamlet, village, town or city? Can children explain how some settlements have changed over time, giving reasons as to why this is? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D/2E Location Cards Timeline Cards (FSD? activity only)
Lesson 3	To be able to use maps and map symbols to explore settlements.	Children will explore Ordnance Survey maps and look in detail at their features. They will become familiar with the symbols used on OS maps and use this knowledge to answer questions.	<ul style="list-style-type: none"> Do children know that there are lots of different types of maps, including Ordnance Survey maps? Can children identify a variety of map symbols and abbreviations correctly? Can children use an Ordnance Survey map to answer questions about a settlement? 	<ul style="list-style-type: none"> Slides Map Symbols Sheet OS Map 3A/3B/3C Worksheet 3A/3B/3C Memory Cards 3A/3B (FSD? activity only)
Lesson 4	To be able to use grid references to investigate settlements.	Children will be introduced to four-figure and six-figure grid references. They will develop this knowledge as they navigate around maps.	<ul style="list-style-type: none"> Can children locate a square using four-figure grid references? Can children locate a square using six-figure grid references? Can children create their own questions involving grid references? 	<ul style="list-style-type: none"> Slides OS Map 4A/4B/4C Worksheet 4A/4B/4C Map Symbol Cards (FSD? activity only) Map Symbol Sheet (FSD? activity only)
Lesson 5	To be able to plan a new settlement.	Children will be challenged to become town planners and design their own settlements. They will have to think carefully about the features they want to include in their settlements and what each feature should be near.	<ul style="list-style-type: none"> Can children describe why a plot of land would be good for a new settlement? Can children make decisions about which amenities and services they will include in a new settlement? Can children make decisions about how they will set out their settlement? 	<ul style="list-style-type: none"> Slides Town Criteria Cards Planning Cards Worksheet 5A/5B/5C/5D Settlement Sheets 5A (FSD? activity only)
Lesson 6	To be able to create a map of a settlement.	Children will recap what they know about settlements and maps before they create their own settlement maps. They will mark symbols on a map and think carefully about where each feature is going and why.	<ul style="list-style-type: none"> Can children follow a plan to create a map? Can children create a key for a map? Can children evaluate their finished settlement maps and discuss what works well? 	<ul style="list-style-type: none"> Slides Settlement plans from the previous lesson Town Criteria Cards Worksheet 6A/6B/6C Key Card 6A/6B Checklist 6A Settlement Design Cards (FSD? activity only)

Earning a Living : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore jobs and why they are important.	Children will explore the reasons people work and some of the different types of jobs people have, such as full-time or part-time work. They will then look at a variety of different jobs and identify what each job entails. They will be challenged to match a job to its description.	<ul style="list-style-type: none"> • Can children explain some of the reasons why people work? • Can children identify a variety of different jobs and their roles? • Can children describe which jobs they would and wouldn't like to do? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D • Job Title Cards (FSD? activity only)
Lesson 2	To be able to group jobs into sectors.	Children will understand what a job sector is. They will be given a brief overview of the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. They will also start to understand that some jobs get paid more than others.	<ul style="list-style-type: none"> • Can children identify the main job sectors? • Can children match a variety of jobs to their sectors? • Do children know that not all jobs are paid equally? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Job Title Cards • Sector Cards • Challenge Cards (FSD? activity only)
Lesson 3	To explore industries of the UK.	Children will find out what terms such as 'business', 'industry' and 'economy' mean. They will name some industries and notice that different countries have different industrial strengths. They will also identify some of the major industries of the UK.	<ul style="list-style-type: none"> • Do children know what the economy is? • Can children name some of the main industries in the UK? • Can children identify areas on the UK on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Information Sheet • Industry Cards (FSD? activity only) • United Kingdom Map (FSD? activity only)
Lesson 4	To find out how people earn a living in other parts of the world.	Children will recall some of the UK's largest industries before exploring in further detail how a country's climate and resources affect its industry and economy. They will find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.	<ul style="list-style-type: none"> • Do children know that different parts of the world have different industries? • Can children describe some of the ways in which people in other countries earn a living? • Do children know that a lot of jobs involve the manufacture and trade of items? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Profile Cards • World Map sheet • Information Sheet (FSD? activity only)
Lesson 5	To find out about unemployment and its effects.	Children will identify some of the reasons adults don't work including retirement and unemployment. They will find out about the help given to the unemployed in the UK and compare this to other countries around the world. They will start to consider the effect unemployment on family and friends.	<ul style="list-style-type: none"> • Do children know some of the reasons why some adults are unemployed? • Can children describe some of the effects unemployment has on people? • Do children know that the government supports unemployed people financially? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Job Vacancies sheet (FSD? activity only) • Applicant Cards (FSD? activity only)
Lesson 6	To find out children around the world who help earn a living for their families.	Children will explore the reasons why children in other parts of the world have to work instead of going to school. They will look at some examples of jobs children around the world do before thinking about the link between education and employment.	<ul style="list-style-type: none"> • Do children know that some children in poorer countries have to work to support their families? • Do children understand the link between education and employment? • Can children express their own ideas about the sort of job they would like in the future? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Interview Sheet

The United Kingdom : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and describe key geographical features of the United Kingdom.	Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four countries and capital cities. They will find out information about aspects such as area, life expectancy and population.	<ul style="list-style-type: none"> Can children locate the United Kingdom on a world map? Can children name and locate the countries and capital cities of the United Kingdom? Do children know some facts about the human geography of the United Kingdom, such as population and life expectancy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Books, atlases, access to internet, etc. Domino Cards (FSD? activity only)
Lesson 2	To be able to identify and locate the counties of the United Kingdom.	Children will learn what a county is and find out how the counties of England can be split into regions. They will then undertake a variety of activities to help them locate and identify different counties of the UK.	<ul style="list-style-type: none"> Do children know what a county is? Can children identify the counties of the UK? Can children place counties of the UK on a map? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D UK Counties Map Clue Cards (FSD? activity only)
Lesson 3	To be able to locate and identify towns and cities in the UK.	Children will learn the difference between a town and a city before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. There is also the chance to explore a particular UK city in detail.	<ul style="list-style-type: none"> Can children describe what a city is? Can children identify cities of the UK? Can children locate UK cities on a map? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D City Cards (FSD? activity only) Access to internet and atlases
Lesson 4	To find out about the hills and mountains of the UK.	Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.	<ul style="list-style-type: none"> Do children know how mountains and hills are formed? Can children identify major hill and mountain ranges of the UK? Can children use a variety of sources to find out about hills and mountains, and communicate their findings appropriately? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Books, atlases, access to internet, etc. Challenge Cards (FSD? activity only)
Lesson 5	To find out about the seas and coasts of the UK.	Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.	<ul style="list-style-type: none"> Can children identify the oceans and seas that surround the UK? Do children know that the UK has a varied coastline? Can children use and understand vocabulary relating to seas and coasts? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Blank UK Map sheet (FSD? activity only)
Lesson 6	To be able to identify and explore the major rivers of the UK.	Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.	<ul style="list-style-type: none"> Can children understand and describe the journey of a river from source to sea? Can children name some of the major rivers of the UK? Can children find out and analyse information about rivers of the UK? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Information Sheet River Cards (FSD? activity only) Question Cards (FSD? activity only) Books, atlases, access to internet, etc. End of Unit Quiz

Investigating Rivers : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand and explain the water cycle.	Children will explore what the water cycle is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary. They can then express their understanding of how the water cycle works independently.	<ul style="list-style-type: none"> Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words? 	<ul style="list-style-type: none"> Slides Water Cycle Explanation 1A/1B/1C Explanation Poster Water Cycle Fact Sheet Water Cycle Poster Instructions (for FSD? activity only)
Lesson 2	To find out about rivers and how they erode, transport and deposit materials.	Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.	<ul style="list-style-type: none"> Can children explain what a river is? Do children know some of the features of a river? Can children explain the processes of erosion, transportation and deposition? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Fact File Books, internet, etc. on rivers Large sheets of paper (FSD? activity only) Art and craft materials (for FSD? activity only)
Lesson 3	To find out why rivers are important.	Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. They will be given some brief information for each category before using a variety of sources to find out some more information for themselves.	<ul style="list-style-type: none"> Can children describe some river uses? Can children use secondary sources to find out information? Can children support their points with statistics and specific data? 	<ul style="list-style-type: none"> Slides Worksheet 3A Picture Cards Books, internet, magazines, etc. A4 paper Topic Headings (FSD? activity only) Large sheets of paper (FSD? activity only)
Lesson 4	To find out about the causes of river pollution and the effect it has on the environment.	Children will explore some of the causes of river pollution and the effects this has on the environment. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. They will consider ways in which river pollution can be prevented.	<ul style="list-style-type: none"> Do children understand some of the causes of water pollution? Do children understand the effect water pollution has on the environment? Are children able to think about water pollution on local and global scales? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Protective clothing (FSD? activity only) River Pollution Booklet P1/P2/P3/P4 (FSD? activity only)
Lesson 5	To investigate a river in detail including the effects on the environment and landscape.	Children will ask questions they would like to find the answer to about the River Nile. They will consider different ways in which they could find the answers to their questions. They will present what they have found out about the River Nile in a variety of ways.	<ul style="list-style-type: none"> Can children ask geographical questions? Can children use secondary sources of information to find out answers to specific questions? Can children use the internet to help them with a geographical enquiry? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Access to internet Question Cards (FSD? activity only) Presentation Instructions (FSD? activity only) Books/Internet access/Maps, etc. (FSD? activity only)
Lesson 6	To be able to conduct a geographical enquiry.	Children will find out how to generate a main question as the focus for a geographical enquiry. Children will then choose their own focus for an enquiry and use a variety of sources of information to carry out research. They will think about the best way of presenting the information they have found out.	<ul style="list-style-type: none"> Can children choose a line of enquiry for an investigation? Can children use secondary sources to find answers to geographical questions? Can children choose a suitable way to present their findings? 	<ul style="list-style-type: none"> Slides River Fact Cards Books, pictures, maps, access to the internet, magazines, etc.

South America : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the location and countries of South America.	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of South America on a world map? Can children name the countries of South America? Can children identify the countries of South America on a map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Atlases South America Map (FSD? activity only)
Lesson 2	To find out about the climate in South America.	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	<ul style="list-style-type: none"> Do children know that different parts of the world have different climates? Can children name and locate some of the different climates in South America? Can children describe some of the different climates in South America? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C South America Climate Map Climate Zone Map World Map Secondary information sources (FSD? activity only)
Lesson 3	To find out about the major mountain ranges of South America.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	<ul style="list-style-type: none"> Do children know that the Andes run the length of South America? Do children know how the Andes were formed? Do children know some of the ways in which the Andes are used? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards 3D Mountain Template (FSD? activity only) Challenge Card (FSD? activity only)
Lesson 4	To find out about the human geography of South America.	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.	<ul style="list-style-type: none"> Can children describe the difference between human and physical geography? Can children describe some aspects of the human geography of South America? Can children present their findings in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Fact Cards A/B/C Challenge Cards (FSD? activity only)
Lesson 5	To find out about trade and industry in South America.	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<ul style="list-style-type: none"> Do children know what world trade is? Can children name some of the biggest exports of South America? Can children identify some of the main industries in various South American countries? 	<ul style="list-style-type: none"> Slides Picture Cards Worksheet 5A/5B/5C/5D
Lesson 6	To be able to carry out an in-depth study of a South American country.	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific South American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 6A Information Book Template Variety of secondary sources of information Challenge Cards (FSD? activity only)
Lesson 7	To compare an area of South America with the UK.	Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.	<ul style="list-style-type: none"> Can children name a key difference or similarity between the UK and a region of South America's human geography? Can children name a key difference or similarity between the UK and a region of South America's physical geography? Can children provide a feasible explanation of one of these similarities or differences? 	<ul style="list-style-type: none"> Slides Information Sheets 7A Maps 7A Fact Cards 7A Worksheet 7A/7B Worksheet 7C (FSD? activity only) Internet access/atlas (FSD? activity only)

Extreme Earth : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Earth's climate and areas of extreme temperatures.	Children will identify different climate zones around the world and look at how climates change around the poles and the equator. They will identify countries in the world that have extreme weather conditions, including temperature and precipitation.	<ul style="list-style-type: none"> Do children know that places in the world near the equator are generally hot? Do children know that the coldest places in the world are by the poles? Can children describe how climates and weather conditions vary around the world? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Fact Cards Atlases/access to internet Information Cards (FSD? activity only)
Lesson 2	To find out about the water cycle and the distribution of water across the world.	Children will learn about the water cycle and how water moves around the planet. They will explore why droughts occur and what effects droughts can have on a local and global scale.	<ul style="list-style-type: none"> Do children know that all the water in the world moves in a continuous cycle? Can children describe the different stages of the water cycle? Can children describe what a drought is and how they are caused? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Information Sheet (FSD? activity only) Books/access to internet (FSD? activity only)
Lesson 3	To find out about extreme weather conditions across the world.	Children will identify examples of extreme weather conditions around the world, including lightning, floods, typhoons, hurricanes, blizzards and hail storms. They will define each of these occurrences and think about the effects these can have on people and landscapes.	<ul style="list-style-type: none"> Can children identify and name examples of extreme weather? Can children explain why some of these examples of extreme weather occur? Can children communicate their knowledge of extreme weather in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 4	To find out about earthquakes and what causes them.	Children will learn about tectonic plates and how the movement of these can cause earthquakes. They will identify areas around the world that are more susceptible to earthquakes and understand the reasons for this. They will explore the effects on earthquakes on people and landscapes.	<ul style="list-style-type: none"> Do children know what causes earthquakes? Do children know that some places in the world are more prone to earthquakes than others? Can children use maps to identify areas that are prone to earthquakes? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Earthquake Cards A/B Earthquake Zone Map Plate Tectonics Map Challenge Cards (FSD? activity only) Extreme Earthquakes sheet (FSD? activity only)
Lesson 5	To find out about tsunamis and how they are caused.	Children will learn what a tsunami is, as well as why and how they occur. They will study pictures of the effects of various tsunamis on people and landscapes, and think about how they can describe the devastation they cause.	<ul style="list-style-type: none"> Do children know that a tsunami is caused by movement of tectonic plates? Can children describe the effects of a tsunami? Can children identify areas of high risk on a world map? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Sentence Cards
Lesson 6	To find out what volcanoes are and how they are formed.	Children will identify the difference between a volcano and a mountain before looking at how volcanoes are formed and what happens when they erupt. They will find out the difference between active, dormant and extinct volcanoes.	<ul style="list-style-type: none"> Do children know why volcanoes erupt? Can children convey their knowledge of volcanoes in a variety of ways? Can children describe volcanoes using geographical and descriptive language? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Picture Cards Volcano Acrostic sheet Help Sheet (FSD? activity only) Materials as listed on Help Sheet (FSD? activity only)

Our Local Area : Geography : Year 6

	Learning Objective	General Information	Resources
Lesson 1: Economic activity	To explore economic activity as part of a local area study.	This lesson focuses on the human geography of economics. The pack contains information about the UK's 2012 imports and exports as well as natural resources found in England. To prepare for the lesson you will need to ensure you are aware of examples of products that are found or built near your school, for example, mining, farming, factories etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Import/Export sheet • Import/Export question sheet • Site visit sheet <ul style="list-style-type: none"> • UK industries sheet • Digital camera
Lesson 2: Land use	To explore land use as part of a local area study.	This lesson focuses on the human geography of land use. To prepare for the lesson you will need to ensure you are aware of examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Information sheet • Report sheet • Proposal sheet <ul style="list-style-type: none"> • Site visit sheet • Map of the area around your school • Digital camera
Lesson 3: Settlements	To explore settlements as part of a local area study.	This lesson focuses on the human geography of settlements. To prepare for the lesson you will need to ensure you are aware of the original function and the current function of the settlement your school is in, for example, port, market town etc.	<ul style="list-style-type: none"> • Activity plan • Slides • Types of settlement sheet • Question sheet • Information sheet <ul style="list-style-type: none"> • Access to internet • Site visit sheet • Map sheet • Digital camera • Scrap/art materials for building a settlement model
Lesson 4: Climate zones	To explore climate zones as part of a local area study.	This lesson focuses on the physical geography of climate zones. To prepare for the lesson you will need to research and print the average temperature and rainfall in your school's local area or ensure your class have access to the internet to explore the Met Office website. If your class will be researching using the internet they will need to know the area the school is in.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Average climate sheet • Local climate sheet <ul style="list-style-type: none"> • Weather sheet
Lesson 5: Rivers	To explore rivers as part of a local area study.	This lesson focuses on the physical geography of rivers. To prepare for the lesson you will need to ensure you are aware which major river is closest to your school and that you know the OS grid reference of the location of your school. If your school is closest to a tributary or a river not included on the Information Sheet you may wish to gather the relevant information for it.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Question sheet • Information sheets <ul style="list-style-type: none"> • Site visit sheets • Digital camera
Lesson 6: Upland areas	To explore mountains and hills as part of a local area study.	This lesson focuses on the physical geography of upland areas. To prepare for the lesson you will need to ensure you are aware of the height of the land your school is on and that you know the OS grid reference of the location of your school.	<ul style="list-style-type: none"> • Activity plan • Slides • Map sheets • Question sheets • Information sheets <ul style="list-style-type: none"> • Site visit sheets • Digital camera

Please note that these lessons are structured differently to most PlanBee lessons: This Complete Series includes three Human geography packs and three Physical geography packs. These each include a plan with suggested teaching inputs, activity ideas and links to useful resources, a slideshow presentation*, and a range of worksheets and other printable materials. These may be used in any combination to support your planning and teaching of a local area study, depending upon the geography of your local area.

***The slideshow presentations included with lessons 1–3 are identical, as are those included with lessons 4–6.**

North America : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the countries of North America.	Children will identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of North America on a world map? Can children name the countries of North America? Can children locate North American countries on a map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Riddle Cards (FSD? activity only) Flag Cards (FSD? activity only) North America Map (FSD? activity only)
Lesson 2	To investigate and compare climates in North America.	Children will look at a global climate zone map to identify climate patterns around the world. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.	<ul style="list-style-type: none"> Can children identify some different climate zones in North America? Can children investigate the climate of a particular area? Can children compare climates in North America? 	<ul style="list-style-type: none"> Slides Puzzle Pack A/B/C Answer Sheet Location Cards (FSD? activity only) Challenge Cards (FSD? activity only)
Lesson 3	To explore the geographical features of North America.	Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.	<ul style="list-style-type: none"> Do children know the difference between human and physical geographical features? Can children identify and describe some geographical features of North America? Can children describe how certain geographical features are formed? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Picture Cards Information Sheet Paints/art materials (FSD? activity only)
Lesson 4	To explore the capital cities of North America.	Children will define what a capital city is before finding out the names of some North American capital cities. They will think about questions they could ask to find out information about a particular city, as well as matching capitals to their countries.	<ul style="list-style-type: none"> Do children know what a capital city is? Can children identify North American capital cities and match them to their countries? Can children explore features of different capital cities, such as language and population? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D/4E/4F Fact Cards Capital City Cards Country Cards
Lesson 5	To explore the various time zones of North America and how these compare to other time zones around the world.	Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.	<ul style="list-style-type: none"> Can children explain why different parts of the world have different time zones? Can children calculate the time at different locations in North America based on GMT? Can children calculate corresponding times within different locations in North America? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C North America Time Zone Map A/B World Time Zone Map Maps/atlasses Character Cards (FSD? activity only) Time Cards (FSD? activity only)
Lesson 6	To compare the a region in the UK with a region in North America.	Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features and similar and different.	<ul style="list-style-type: none"> Can children compare the physical geography of a region in the UK and a region in North America? Can children compare the human geography of a region in the UK and a region in North America? Can children use a variety of appropriate sources to find out about the human and physical geography of a region? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Location Cards Question Cards Variety of sources of information
Lesson 7	To research the human and physical geography of a particular North American country.	Children will recap everything they have learnt about North America. They will then move on to researching a particular North American country, generating questions they want to find the answer to and using a variety of sources of information to find the answers. They will present what they have found out in a variety of ways.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific North American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B Variety of secondary sources of information Challenge Cards (FSD? activity only)