

Geography – Autumn Term – Cycle B

Year 1 and Year 2

Autumn 1	Session	Learning Objective	Success Criteria
Geography focus Seasons What are seasons?	Can we observe the weather?	To describe different types of weather, make observations and understand changes around us.	<ul style="list-style-type: none"> ● I understand that the weather changes. ● I can observe different kinds of weather. ● I know that people predict the weather.
	What have we observed about the weather?	To observe the weather, and understand weather data from pictures, words and symbols.	<ul style="list-style-type: none"> ● I can choose the word or symbol to represent a type of weather. ● I can describe the change in weather over a week. ● I can interpret data in a chart or graph.
	Why does the weather change?	To understand why weather changes, and know that there are different types of wind which bring about these changes.	<ul style="list-style-type: none"> ● I understand what wind is. ● I understand it blows from different directions, and this causes changes in weather. ● I know the points of the compass.
	What are the seasons?	To understand that there are four seasons in the UK.	<ul style="list-style-type: none"> ● I know there are four seasons. ● I can describe the different seasons. ● I can use role play and geographical vocabulary to explain the differences.
	What can we find out about the weather in different parts of the country?	To know about parts of the UK, including its capital cities, and talk about the weather there.	<ul style="list-style-type: none"> ● I can describe the weather in another part of the country. ● I can write geographical questions about the weather. ● I can use weather vocabulary.
	What changes occur through the seasons, and how are they shown on maps?	To demonstrate understanding of the weather, and seasons in different parts of the UK.	<ul style="list-style-type: none"> ● I can identify changes related to the four seasons. ● I can identify daily and seasonal weather patterns in the UK. ● I understand weather symbols. ● I can identify hot and cold areas of the world.

Autumn 1	Session	Learning Objective	Success Criteria
Geography focus Coasts	Have you been to the seaside?	To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map	<ul style="list-style-type: none"> ● I can talk about coastal places I have visited. ● I can locate some coastal places on a UK map. ● I can use geographical vocabulary to describe the coast.
Do we like to be beside the seaside?	What is the coast of South West England like?	To introduce a region of the UK, and discover how varied its coastline is	<ul style="list-style-type: none"> ● I can locate South West England on a UK map. ● I can locate and name the counties of Cornwall, Devon, Dorset and Somerset. ● I can name some of the coastal places. ● I can name some of the effects of the sea and tide.
	What natural features can I see beside the seaside?	To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary	<ul style="list-style-type: none"> ● I can use the appropriate geographical vocabulary to describe coastal features. ● I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy').
	What other features and activities can be seen around UK coasts?	To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features	<ul style="list-style-type: none"> ● I can name some localities around the coast of the UK, and the activities that occur in them. ● I can use geographical vocabulary to describe built coastal features. ● I can name and describe activities that families and others enjoy at the coast.
	Do we like to be beside the seaside?	To carry out research and prepare a presentation for Week 6, meeting the given criteria	<ul style="list-style-type: none"> ● I have researched the coastal location that I have selected. ● I have planned my presentation and can tell how I will structure and display my work.
	Which sort of seaside would you choose?	To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK	<ul style="list-style-type: none"> ● I can show my knowledge and understanding of aspects of the geography of coasts in my presentation. ● I can assess my presentation and those of my classmates. ● I can write about a place I would like to visit and why.

Autumn 2	Session	Learning Objective	Success Criteria
Geography focus	Where does all the rain go?	To introduce the land part of the water cycle using geographical vocabulary	<ul style="list-style-type: none"> ● I can describe where rainfall goes when it falls to Earth. ● I know that rainwater forms streams and rivers. ● I can use the appropriate geographical vocabulary.
Rivers and the Water Cycle	Where does all the rainfall come from?	To introduce the sky (atmosphere) and its role in the water cycle	<ul style="list-style-type: none"> ● I know that water evaporates from oceans, seas, lakes and the ground. ● I understand that water condenses as clouds. ● I appreciate how and why rain falls from clouds.
How does the water go round and round?	What can we learn about the River Thames?	To learn about a major UK river – the River Thames – and to follow a river from source to mouth	<ul style="list-style-type: none"> ● I can follow the River Thames on a map from source to mouth. ● I can identify a range of rural river features, including settlements. ● I can identify a range of urban river features, including settlements.
	How and where do people use and change rivers?	To explore the ways in which people use and change some of the world's major rivers	<ul style="list-style-type: none"> ● I can describe and explain some ways people use rivers. ● I can describe and explain some ways people change rivers. ● I know something about several of the world's major rivers.
	How do rivers wear away mountains?	To introduce the land part of the water cycle using geographical vocabulary	<ul style="list-style-type: none"> ● I can name some of the world's main mountain ranges. ● I can locate some of the world's main mountain ranges on a map. ● I can describe how water has helped to make these mountain ranges the shapes they are today.
	Can we model a river or a stream?	To model a river or stream, and to see how changes in water flow affect the river or stream	<ul style="list-style-type: none"> ● I can identify river features on an OS map. ● I can identify (some of) the changes that different rates of water flow produce. ● I can describe erosion, transportation and deposition by water.

Autumn 1	Session	Learning Objective	Success Criteria
Geography focus Journeys – Trade	Where do my school uniform and lunch come from?	To understand that our food and clothes can come from all over the world	<ul style="list-style-type: none"> ● I know how to use an atlas to accurately locate countries. ● I can name and locate several countries where my clothes and food originate. ● I understand that it is sometimes difficult to ascertain where raw materials and ingredients originate.
	Where does my fruit salad come from?	To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl	<ul style="list-style-type: none"> ● I know that plants grow in particular climatic conditions. ● I can explain where in the world several different fruits originate. ● I understand that each type of fruit grows in a particular season.
Where does all our stuff come from?	How do my clothes get to my wardrobe?	To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed	<ul style="list-style-type: none"> ● I know how cotton clothing is produced. ● I can explain what ‘fair trade’ means. ● I understand that there are various outcomes for items of clothing that are no longer wanted.
	How has the import of products affected local industries?	To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area	<ul style="list-style-type: none"> ● I can pose my own enquiry questions. ● I can plan and use a range of methods to collect evidence in answer to my geographical questions. ● I understand that there are advantage and disadvantages to both imported and locally produced products.
	Local produce or imported produce?	To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others	<ul style="list-style-type: none"> ● I know that there is no right or wrong regarding the issue of choosing imported or locally produced food. ● I can explain the views of different groups of people on a geographical issue. ● I understand that our shopping choice have an effect on the lives of others.
	What is the journey of our stuff?	To be able to explain the journey of a product to your home	<ul style="list-style-type: none"> ● I know the journey of how at least one product gets to my home in detail. ● I can explain my geographical learning in the form of a story. ● I understand that there are many routes that products can take before arriving in my home.

Year 5 and Year 6

Autumn 2	Session	Learning Objective	Success Criteria
<p>Geography focus</p> <p>Europe – A Study of the Alpine Region</p> <p>Where should we go on holiday?</p>	Where are the Alps?	To be able to use physical and political maps to identify a region in Europe	<ul style="list-style-type: none"> ● I know the seven continents of the world. ● I can use photographs to identify features of a region. ● I know how to use physical and political maps to locate places and regions.
	How were the Alps formed?	To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing	<ul style="list-style-type: none"> ● I know that the Alps were formed over a long period of time, millions of years ago. ● I can explain the process by which fold mountains forms. ● I understand that fold mountains occur when two tectonic plates meet.
	How are homes adapted to suit the Alpine climate?	To understand how homes are designed to suit their physical location	<ul style="list-style-type: none"> ● I know that houses are usually built to suit the local climate and availability of resources. ● I understand how traditional Alpine houses are designed to suit their locality. ● I can explain the climate pattern of the Alps.
	What are the main industries in the Alps?	To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages	<ul style="list-style-type: none"> ● I know the main industries in the Alps. ● I can explain the advantages and disadvantages of tourism in the Alps. ● I understand the importance of sustainable development in the Alps.
	How have avalanches changed the Alpine landscape?	To understand how avalanches have influenced the Alpine landscape	<ul style="list-style-type: none"> ● I know what an avalanche is, and how they are caused. ● I can explain how avalanches effect the landscape. ● I can explain some of the steps that humans take to protect themselves from the dangers of avalanches.
	What should tourists know about the Alps?	To create a resource to inform tourists about the Alpine region	<ul style="list-style-type: none"> ● I can select appropriate geographical information for a specific purpose. ● I can share my knowledge about a European region in a format that is useful to tourists. ● I understand how the Alpine region is unique and special.