

Geography – Spring Term – Cycle A

Year 1 and Year 2

| Spring 1 | Session | Learning Objective | Success Criteria |
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| Geography focus People and their Communities Where in the world do these people live | What is our area like? | To describe the location and place that we live in as part of the UK. | <ul style="list-style-type: none"> ● I know which country of the UK I live in. ● I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area. ● I can describe the main characteristics of the part of the UK that I live in. |
| | What is it like living by the sea? | To understand what the coast is like, and to see it through the eyes of someone who lives there. | <ul style="list-style-type: none"> ● I know what a beach is and my nearest coastline. ● I know what life might be like there, and the jobs of a lifeguard. ● I can draw and/or describe being by the seaside. ● I know the seas surrounding the UK. |
| | What is it like to live in a rainforest? | To understand what living in a rainforest is like, and to compare it with our own lives. | <ul style="list-style-type: none"> ● I know what a rainforest is and can name a significant one in the world. ● I know what life might be like for people who live in a rainforest. ● I can describe an imaginary visit to a rainforest. |
| | What is it like to live in a dry place? | To understand how and why different buildings are built to suit different places, using the example of Timbuktu. | <ul style="list-style-type: none"> ● I understand how (and why) different buildings are built in different places. ● I can describe the building materials and important buildings in Timbuktu/Mali. ● I can compare it with how my school was built. |
| | What is life like in large cities? | To understand what a city is, and to locate world cities on a map. | <ul style="list-style-type: none"> ● I know what is similar about three cities that are found in different continents. ● I can explain where in the world these cities are. ● I understand what a capital city is. |
| | Can you imagine what it is like somewhere else? | To explain their reasons for going on a journey to another country, and imagine what a journey would be like. | <ul style="list-style-type: none"> ● I can explain the reasons for going on a journey to one of the four countries and continents in this unit. ● I can describe the landscape and people in this place. ● I can be part of a role-play in imagining what a journey would be like. |
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| <p>Geography focus</p> <p>The Americas</p> <p>Can you come on a Great American Road Trip?</p> | <p>What are North American cities like?</p> | <p>To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about these cities.</p> | <ul style="list-style-type: none"> ● I can locate the city of Denver in the state of Colorado, USA, on the continent of North America. ● I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver. ● I can record the names of the cities, states and country. |
| | <p>What are South American cities like?</p> | <p>To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.</p> | <ul style="list-style-type: none"> ● I can locate and name cities that are N, NE, E, SE, S, SW, W and NW of Cuiabá, Brazil. ● I can record the names of the cities, and the country each is in. ● I can identify and write down geographical information about these cities. |
| | <p>Are South American cities similar to North American cities?</p> | <p>To research some countries and cities in North and South America, and identify similarities and differences.</p> | <ul style="list-style-type: none"> ● I can find, and record countries, states and cities in North and South America. ● I can discover something about these countries, states and cities. ● I can identify some similarities and differences between North and South American cities. |
| | <p>What are the Americas' main environmental regions?</p> | <p>To be able to name, locate and describe some of the main environmental regions of North and South America</p> | <ul style="list-style-type: none"> ● I can name and locate some of the major environmental regions of North and South America. ● I can describe the physical characteristics of some of the major environmental regions of North and South America. ● I can interpret a physical geography map/satellite image. |
| | <p>What is Route 66?</p> | <p>To research the historic Route 66 and some of the cities it went/goes through</p> | <ul style="list-style-type: none"> ● I know what and where Route 66 is, and some of the cities it passes/passed through. ● I can give some information about the city or section of the route my group is focusing on. |
| | <p>Have you been along Route 66?</p> | <p>To make a Big Finish presentation about Route 66</p> | <ul style="list-style-type: none"> ● I know what and where Route 66 is, and some of the cities it passes/passed through. ● I can present information about the city or environment my group focused on. ● I can identify, talk about, and compare, human and physical geography features along Route 66. |

| Spring 2 | Session | Learning Objective | Success Criteria |
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| Geography focus | What is happening when the Earth shakes? | To have an understanding of the causes, outcomes and location of earthquakes. | <ul style="list-style-type: none"> ● I know what earthquakes are. ● I know how earthquakes are caused. ● I can describe the location of some earthquakes. |
| Earthquakes and Volcanoes | What is happening when the Earth rattles and rolls? | To have some understanding of the causes, outcomes and locations of volcanoes. | <ul style="list-style-type: none"> ● I know what volcanoes are. ● I can describe what happens when a volcano erupts. ● I can describe the location of some volcanoes. |
| How does the Earth shake, rattle and roll? | Does the Earth shake, rattle and roll all over? | To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today. | <ul style="list-style-type: none"> ● I can describe the distribution earthquakes and volcanoes. ● I understand that volcanoes can be active, dormant and extinct. ● I know about the 'Pacific Ring of Fire.' |
| | How and why do people live where the Earth shakes, rattles and rolls? | To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones. | <ul style="list-style-type: none"> ● I can describe examples where, and know the main reasons why, people live in the vicinity of volcanoes. ● I know some of the hazards for people who live in earthquake and volcanic zones. ● I can describe how some of these can be/have been overcome, and life made safer for people. |
| | How disastrous have recent earthquakes and/or volcanic eruptions been? | To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues. | <ul style="list-style-type: none"> ● I can talk about a recent example of an earthquake and/or volcanic eruption. |
| | Can we make a model volcano that erupts? | To create a working model of a volcano. | <ul style="list-style-type: none"> ● I can make a model volcano that erupts safely. |

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| <p>Geography focus</p> <p>South America: The Amazon</p> <p>What is life like in the Amazon?</p> | Where is the Amazon? | To understand what the Amazon is, and where it is located. | <ul style="list-style-type: none"> ● I know the nine countries that the Amazon region spans. ● I understand that ‘The Amazon’ may refer to a river, a river basin or a rainforest region. ● I can locate the Amazon basin and Amazon River on a map of South America. |
| | What would it be like to walk through the Amazon rainforest? | To understand the Amazon’s climate, and how the native animals are adapted to it. | <ul style="list-style-type: none"> ● I know that the Amazon has a wet and a dry season. ● I can describe how the climate in the Amazon is different to the climate in the UK. ● I understand that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest. |
| | What is Manaus like? | To research the Amazonian city of Manaus. | <ul style="list-style-type: none"> ● I know the key human and physical features of Manaus. ● I can describe some of the ways in which Manaus differs from where I live. ● I understand how to research a distant city. |
| | Do people live in the Amazon rainforest? | To understand what life is like in the Amazon, and how it is changing. | <ul style="list-style-type: none"> ● I know that communities can change over time. ● I can explain ‘shifting cultivation’. ● I understand that there are differing communities, both urban and rural in the Amazon basin. |
| | How can people protect the Amazon? | To understand how the Amazon is being damaged and how it can be protected. | <ul style="list-style-type: none"> ● I know why the Amazon is important. ● I can explain some of the reasons why deforestation is occurring in the Amazon. ● I understand how the Amazon is being protected and can suggest what else might be done to protect it. |
| | Why should we protect the Amazon? | To understand the value of the Amazon and how it can be protected. | <ul style="list-style-type: none"> ● I can communicate my geographical ideas in an animation. ● I can explain how I can help to protect the Amazon rainforest. ● I can explain the value of the Amazon rainforest. |