

# Willow Lane Geography Curriculum

## Our intent

Through the teaching of geography at Willow Lane, we aim to inspire curiosity and equip our children with the geographical knowledge needed for them to understand the complexity of the world around them and be well prepared for the next stage of their education. We 'teach to the heart' by creating rich opportunities for our children to learn and apply their geographical knowledge to local contexts and places further afield. We aim for our children to develop a deep understanding and appreciation of their local area. We believe that the better children understand their immediate experience, the more able they are to apply their learning to places across the world. We have sequenced the learning carefully so that it supports children in making strong connections across the subject. At Willow Lane, you can see children visiting parks and nature reserves, creating sketch maps and interpreting OS maps, climbing mountains and wading in rivers. This allows children to observe how their environment is shaped and described by geographical ideas and processes. We have also chosen contexts and experiences that create deliberate opportunities for our children to develop our shared values by visiting, working and learning with new people in new places, and by learning about the amazing diversity of cultures that exist across continents.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and created a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach geographical and fieldwork skills to ensure children develop independence within the subject and the knowledge of how geographers collect, interpret and present information. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their subject knowledge and vocabulary.



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# Assessment in Geography

## How we assess

Each unit begins with a short introduction, which sets the scene for later learning. This is presented in a narrative fashion and children help to 'story map' the key elements of the introduction. Over the course of the unit, children learn the introduction by heart to help embed key vocabulary and foundational knowledge for all.

Teachers use the 'I will know...' and 'I will know how to...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of low-stakes testing, reports, presentations or other creative tasks that allow children to showcase their learning.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular retrieval tasks based on the 'Learning Checks' or through planned learning tasks designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of geography.

The overview of the progression in geographical enquiry skills is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's geographical enquiry skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



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# Geography: Key Concepts

***Geography** is the study of places and the relationships between people and their environments.*

**place** (continents, localities, nations)

**mapping** (atlases, directions, distance, Equator, latitude, longitude, North/South Pole, maps, scale, symbols)

**sustainability** (adaptation, climate change, resources, pollution, resources)

**diversity**

**climate** (climate change, climate zones, pollution, weather)

**interdependence** (economy, trade)

**movement** (migration, navigation, transport)

**physical geography** (climate, biomes, bodies of water, tectonics, topography)

**settlements** (population, rural areas, urban areas)



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## Willow Lane Geography Curriculum Overview

| Year group | Autumn   |  | Spring   |   | Summer                                    |  |
|------------|--|--|--|---|---|--|
| EYFS: Red  | Busy Being Me: What Makes a Community?                         | Celebration: Celebrations and Traditions from Across the World | Magic Time Machine: Toys and Objects from the Past | Watch Us Grow: Exploring our local Area | Wet and Wild: Maps and Pictures           | Our Wonderful World- Places around the world |
| 1. Orange  | Geography: School and Local Area Study- Wonders of Willow Lane |  | Geography: Continents                              |   |   |  |
| 2. Yellow  | Geography: United Kingdom- Villages, Towns and Cities          |  |  |   | Geography: Oceans and Seas                |  |
| 3. Green   |  |  | Geography: Coasts and Caves                        |   | Geography: Biomes and Climate zones       |  |
| 4. Blue    | Geography: Rivers and the Water Cycle                          |  |  |   | Geography: Migration                      |  |
| 5. Indigo  | Geography: Global Trade  |  |  |   | Geography: Forests and Habitat Protection |  |
| 6. Violet  | Geography: Climate Change and Sustainability                   |  | Geography: Mountains, Volcanoes and Earthquakes    |   |   |  |

## Willow Lane Fieldwork and Geographical Skills Progression

| Age Range  | Fieldwork   | Map Skills  | Direction and Location  | Communication  |
|--|---|---|---|--|
| <b>KS1</b><br><b>(age 5-7)</b><br><br><b>Develop</b><br><b>close observations</b>        | <p>Take photographs to record features and places visited.</p> <p>Recognise and label features in photographs of places (including aerial photographs).</p> <p>Observe and draw pictures of landscapes and places.</p> <p>Observe, record and describe weather patterns.</p> <p>Collect information using tally charts.</p> | <p>Use world maps, atlases and globes to locate the world's continents, oceans, seas, countries and cities studied.</p> <p>Draw simple maps of areas in or around the school grounds.</p> <p>Create symbols and a key for a map.</p>  | <p>Use simple directional language to describe the location of features and route on a map (e.g. up, down, left, right, straight on, in front, behind, near, forwards, backwards, between, above, below).</p> <p>Use directional language and simple compass directions (north, south, east and west) to describe the location of features and routes on a map.</p> | <p>Describe places using geographical vocabulary when speaking and writing.</p> <p>Present information in tally charts and pictograms.</p>   |
| <b>Lower KS2</b><br><b>(age 7-9)</b><br><br><b>Develop</b><br><b>systematic approach</b> | <p>Make observations, notes and take photographs to record features and places.</p> <p>Collect, record and organise information in tables and charts (e.g. by selecting headings).</p> <p>Create simple sketch maps.</p>  | <p>Use maps, atlases, globes and digital mapping to locate countries, biomes, lines of latitude and longitude, rivers and migration routes.</p> <p>Use maps and digital mapping to explore features of coastlines, rivers and bodies of water.</p> <p>Identify and use OS symbols for human and physical features on maps.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p> | <p>Use four compass points to orientate maps and describe the direction of features on maps.</p> <p>Use four-figure grid references to locate features on a map.</p>  | <p>Present information in tables and bar charts.</p> <p>Describe and compare places and physical processes through talk, diagrams or writing.</p> <p>Express views about places and geographical issues.</p>                                       |
| <b>Upper KS2</b><br><b>(age 9-11)</b><br><br><b>Develop</b><br><b>independence</b>       | <p>Select ways to measure, record and organise information collected through fieldwork, including sketch maps and tables and charts.</p> <p>Create detailed sketch maps that highlight key features of the landscape.</p>   | <p>Use maps, atlases, globes and digital mapping to locate countries, mountains, volcanoes, forests, and settlements.</p> <p>Use maps and digital mapping to explore features of forests.</p> <p>Identify and use OS symbols for human and physical features on maps, including contour lines.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p>                             | <p>Use eight compass points to orientate maps and describe the direction of features on maps.</p> <p>Use six-figure grid references to locate features on a map.</p>  | <p>Present information in tables, bar charts and graphs.</p> <p>Describe, compare and explain aspects of human geography and physical processes.</p> <p>Express views considering different perspectives about places and geographical issues.</p> |

# Reception: People, Culture and Communities

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## Enquiry Question:

What makes a community?

## Overview:

Children joining us in Reception will have a range of differing experience to bring to their learning at Willow Lane. Children joining us from Appletree Nursery will have a range of experiences linked to geography. They will be starting to think about the people and places that are important to them in their lives. They will have talked about the places they have been and they will have learned about the people in our community who can help us.

In Reception, we support children in developing their geography through different themes throughout the year. We plan in focused learning interactions to explicitly introduce and teach new ideas. We create continuous provision opportunities that provide repeated opportunities for children to learn about people, places, cultures and communities in our local area and further afield. We also create space in our curriculum to follow children's interests and build on their prior experiences. This combination of approaches encourages the characteristics of effective learning and provides all children with a strong basis on which to develop their understanding of human and physical geography as they move into Year 1.

## Resources:

[EYFS Long Term Plan](#)  
[Development Matters](#)

### **Early Year Foundation Stage Early Learning Goals**

*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.*



# Reception: People, Culture and Communities

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## I will know:

- some of the things that help to make a community.
- how different people and cultures celebrate special events.
- that people live in communities all around the world.
- that people can travel all around the world.
- that some places have different buildings, plants, animals and weather.

## I will say:

people, communities, groups, inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, field, woodland, pond, playground, library, river, museum, map

## I will experience:

- visiting different spaces in the school grounds at different times of the year.
- sensory walks and outdoor exploration.
- using drama to learn about new places.

## I will learn how to:

- draw simple maps to represent place I know.
- talk about and identify features in photographs of places.
- use my senses to make observations of my surroundings.

## Learning Links

Children will build on the experiences of the world they have already enjoyed in nursery or home settings.



# Willow Lane Geography Curriculum

## Year 1



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# Year 1: Wonders of Willow Lane

## Enquiry Question:

What is great about Willow Lane?

## Overview:

In this unit, our children build on their experience of exploring the school grounds and describing what they have found in EYFS. They now start to consider how the land is used around the school through first hand observations and from ground level and aerial photographs. They learn how to identify human (man-made) and physical (natural) features around the school. They learn how features are represented on maps of the school grounds and begin to draw their own maps and label features. They use simple directional language to describe where features are when exploring and describing their maps. The children might choose to write directions to find different places around the school. They learn that the use of the land has changed over time (e.g. the new school pond). By discussing what they would change or add to the school grounds, they learn that people may have different ideas about how best to use land. If the children are ready for a challenge, it is time to take them out onto Willow Lane. Once again they will find that land is used in different ways and build up their vocabulary to describe geographical features (shops, fields, factory etc.) They may extend their map drawing or use simple compass directions to describe where places are relative to the school. They label aerial maps of the Willow Lane area they have visited to show the different land use. They may create simple pictograms to count and record what they find. At the end of the unit, the children should consider 'What are the Wonders of Willow Lane?' This will lead them to describe the features of their environment that they like best and consolidate their appreciation and understanding of the school and its immediate environment. The children may choose one area that could be improved and work to make a positive change (e.g. by creating artwork, planting bulbs or litter picking) so that they know they are able to make a difference.

## Resources:

### National Curriculum

- Use basic geographical vocabulary to refer to key human and physical features.
- Use simple locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



# Year 1: Wonders of Willow Lane

## I will know:

- **how land is used for different purposes in different areas of the school grounds.**
- **that there are physical and human features in the school grounds.**
- that land is used in different ways along Willow Lanes.
- that different people may want land used in different ways.
- **that land use can change over time.**

## I will say:

house, farm, factory, shop, playground, park, field, woodland, office, pond, map, aerial photograph, feature, natural, manmade, physical feature, human feature, same, different, place, area, purpose.

## I will experience:

- exploring the school grounds and Willow Lane to find what is there, creating maps and making a positive difference.

## I will learn how to:

- take photographs to record features and places.
- recognise and label features in photographs of places.
- draw simple maps of places in the school grounds or local area.
- use directional language to describe where things are.
- create a pictogram to present information.

## Learning check

1. What are the different ways land is used around school?
2. Which physical (natural) and human (manmade) features can you name in the school grounds?
3. Why might land use change over time?

## Learning links

In reception, we explored the school grounds and talked about what we found there.



# Year 1: Continents

## Enquiry Question:

Is it the same all over the world?

## Overview:

In this unit, our children build on their experience of exploring Willow Lane and describing how land is used in different ways and start to consider how similar and different places are around the world. They begin by investigating our weather (building on their learning in science about seasonal changes), what our school is like, what our homes are like and animals we might see on our way to school (building on their last geography unit). They then learn that we live in England and that this is a country. They learn that England has four seasons: spring, summer, autumn and winter. By looking at satellite photographs and maps, they learn that England is part of a continent. A continent is a very large area of land, usually made up of many countries and surrounded by seas. They learn that we live in the continent of Europe. They then use photographs, maps and atlases to locate all 7 continents (Asia, Africa, North America, South America, Antarctica, Europe, and Australia). They might use the Hopskotch Seven Continent Song to embed this learning. They also learn the relative size of each continent (as in the order of continents above). They learn that the Equator is an imaginary line that runs around the middle of the world and that continents near the Equator tend to be hotter places and that the poles are colder places. They learn that countries near the Equator tend to have only two seasons: wet and dry. The children learn about Africa in more detail. They learn it is made up of many diverse countries, landscapes, settlements and people. It is important that children learn Africa is not one homogenous place. They look at photographs and videos and describe different cities and villages. They then 'zoom in' on northern Tanzania to learn about the Maasai people, the settlement, homes and culture. They learn about the landscape, animals and weather patterns in the Ngorongoro Crater before making comparisons to Lancaster and England.

## Resources:

<https://www.youtube.com/watch?v=K6DSMZ8b3LE>

<https://www.maasai-village.com/>

<https://www.exploring-africa.com/en/tanzania/ngorongoro-conservation-area-zones/maasai-and-ngorongoro-conservation-area>

<https://www.britannica.com/place/Ngorongoro-Crater>

## National Curriculum

- *Name and locate the world's seven continents.*
- *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*
- *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.*
- *Use basic geographical vocabulary to refer to key physical and human features.*
- *Use world maps, atlases and globes to locate England and the world's continents.*



# Year 1: Continents

## I will know:

- **we live in a country called England.**
- **the names and location of each continent.**
- that England and Europe have four seasons with different weather patterns.
- that countries near the Equator tend to be warmer and have two seasons.
- the location of the North Pole and South Pole and that these are colder areas of the world.
- that there are similarities and differences between the weather patterns, homes, and animals found on other continents.

## I will say:

continent, country, Asia, Africa, North America, South America, Antarctica, Europe, Australia, North Pole, South Pole, polar, warm, cool, hot, cold, chilly, freezing, temperature, rain, cloud, snow, fog, mist, sun, frost, thunder, lightning, storm.

## I will experience:

- Visits and experiences

## I will learn how to:

- use maps and globes to locate the world's continents, the equator, and polar regions.
- describe places using geographical vocabulary when speaking and writing.
- observe, record and describe weather patterns.

## Learning check

1. What is the name of the country in which we live?
2. What are the names of the 7 continents?
3. How is the weather different at different times of the year?

## Learning links

In our last geography topic, we used fieldwork to explore the school grounds and local area. We looked at how land was used in different ways and the physical and human features we found there. This unit, builds on our learning about natural features, maps and aerial photographs to look at places around the world. This unit also links to our science learning about seasons.



# Willow Lane Geography Curriculum

Year 2



*Willow Lane*  
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# Year 2: United Kingdom- Villages, Towns and Cities

## Enquiry Question:

What makes a good settlement?

## Overview:

This unit builds on the children's learning about Willow Lane and the local area and extends it to explore settlements around the UK. The children start by learning are about 8,000,000,000 in the world and where they live by looking at how many people live in each continent (recapping continents from Year 1). We then 'zoom in' on the UK. The children learn that the United Kingdom is a union made up of four countries: England, Scotland, Wales and Northern Ireland. They learn the population of the United Kingdom and each of the countries in the union. They then learn that a settlement is a place where someone live. They learn that there are many different types of settlements, including hamlets, villages, towns and cities, and that these can be described by their size, shape, population and amenities. They learn that capital cities are often the largest settlements in a country and often are where the leaders or government of a country lives and works. They learn that the names of the capital cities of each country in the UK (London, Edinburgh, Cardiff and Belfast). They learn that people often visit these cities for short periods of time for pleasure. These people can be called tourists. They explore why tourists may want to visit these cities and why tourists might want to visit Lancaster. In doing so, they learn about some of the physical and natural features of each city. They visit Williamson Park to take photographs, draw maps and pictures of the city landscape. These can then be developed in class with labels of features and simple keys. They look at the factors that affect where settlements are located and what makes a good location for a settlement and what might be a bad location for a settlement. Children may then go on to think about and design their ideal settlement.

## Resources:

<https://www.visitbritain.com/gb/en>

<https://visitlancaster.org.uk/>

## National Curriculum

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Understand geographical similarities and differences through studying a small area of the United Kingdom.
- Use basic geographical vocabulary to refer to human and physical features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple compass directions to describe the location of features and routes on a map.
- Use aerial photographs to recognize landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the surrounding environment.



# Year 2: United Kingdom- Villages, Towns and Cities

## I will know:

- the population of people in the world and on each continent.
- **the countries and capital cities that make up the United Kingdom.**
- the names and features of different types of settlement.
- some of the factors that affect the location of settlements.
- **some of the features of Lancaster and the capital cities of the United Kingdom and why tourists choose to visit these places.**
- some of the factors that would make a settlement a good place to live.

## I will say:

population, rural, urban, sparsely populated, densely populated, hamlet, village, town, city, capital city, country, United Kingdom, settlement, tourist, union, factors, linear, scattered, cluster.

## I will experience:

- visiting and carrying out fieldwork in places popular with tourists in Lancaster,

## I will learn how to:

- use maps, atlases and globes to locate the countries and cities of the United Kingdom.
- take photographs to record features and places visited.
- recognize and label features in aerial photographs.
- observe and draw landscapes and places.
- draw simple maps and create symbols and a key.
- use simple compass directions (NESW) to describe the location of features and routes.
- describe places using geographical vocabulary when speaking and writing.

## Learning check

1. What are the four countries that make up the United Kingdom?
2. What are the capital cities of each country in the UK?
3. What is a tourist?
4. Why might a tourist visit Lancaster or London?

## Learning links

In Orange Class, we learned that we live in Lancaster, which is in England. We learned how to compare places in England with places in Tanzania and how to describe places by their human and physical features. This unit builds on that learning by exploring other places within the UK and describing the features we can find there. We will also develop our map skills from finding continents to finding countries and cities.



# Year 2: Oceans and Seas

## Enquiry Question:

How do we look after our oceans?

## Overview:

This unit builds on the children's prior locational knowledge of the continents. Teachers should check children are still able to recall the continents and their definition. Children will use maps, atlases and globes to locate the world's oceans (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, and Atlantic Ocean). They will learn that oceans are larger than seas. They will learn that seas are usually partly surrounded by land. They will learn that the UK is surrounded by the Atlantic Ocean, the Irish Sea, the North Sea, and the English Channel (building on the knowledge of the UK from their last unit) and use simple compass directions to describe where the seas are located. They will visit the coast to develop their understanding of key geographical terms, including coast, port and harbor. They will learn that the Irish Sea is just off the coast of Morecambe and paddle in the Irish Sea. While there, the children will look at maps and aerial photographs of Morecambe Bay to develop their understanding of its location. They will also learn about the damage litter and plastic waste can do to the ocean environment and the animals that live there. They will carry out fieldwork and use tally charts to collect information about litter on our beaches and surrounding areas. Back in class, they will use pictograms to represent the data they have collected. The children will learn how they can help reduce plastic waste through the 'reduce, reuse and recycle' motto and by encouraging others to use litter bins. They will visit a recycling company to see how plastic waste can be converted into new and useful objects. They will learn that they are able to make a positive difference by organising a sponsored litter pick to improve a local environment.

## Resources:

<https://www.youtube.com/watch?v=X6BE4VcYngQ>

<https://www.relicplastic.com/>

<https://www.bbc.co.uk/newsround/42810179>

## National Curriculum

- Name and locate the world's five oceans.
- Name and locate the seas surrounding the United Kingdom.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use simple compass directions to describe the location of features.
- Use aerial photographs to recognize basic human and physical features.
- Use simple fieldwork and observation skills to study the geography of the surrounding environment.





# Year 2: Oceans and seas

## I will know:

- **the names of the five oceans.**
- the difference between seas and oceans.
- **the ocean and seas that surround the United Kingdom.**
- that the Irish Sea is off the coast of Morecambe.
- that litter is a type of pollution.
- the harm plastic waste can do in the ocean.
- **how people can help reduce waste and litter and how they can help improve places.**

## I will say:

ocean, sea, lake, shore, coast, cliff, rock pool, beach, port, harbour, litter, pollution, recycling, reduce, reuse.

## I will experience:

- visiting the coast to carry out fieldwork and identify different features.
- visiting Relic Plastics to learn about plastic recycling.
- making a positive change by tidying an area with a sponsored litter pick.

## I will learn how to:

- recognise features in aerial photographs.
- collect information using tally charts.
- use maps, atlases and globes to locate oceans and seas.
- use simple directional language and compass directions to describe locations.
- describe places using geographical vocabulary when speaking and writing.
- present information in tally charts.

## Learning check

1. How many oceans are there and what are their names?
2. What are the names of the seas closest to the United Kingdom?
3. What is pollution?
4. How can we help reduce plastic litter pollution in the sea?

## Learning links

In Orange Class, we learned about the location of the seven continents. In this unit, we will learn the names of the oceans and some of the seas. We will build on our geographical language and learn words to describe natural and manmade features on our coast. We will keep developing our map and fieldwork skills to collect information about litter.



# Willow Lane Geography Curriculum

Year 3



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# Year 3: Coasts and Caves

## Enquiry Question:

How does the sea shape our land?

## Overview:

This unit builds on the children's knowledge about oceans, seas and continents, which they learned in Years 1 and 2. They recall that coasts are places where the land meets the sea. They learn about erosion and deposition and how these processes create coastlines. They link this learning to Morecambe Bay and visit Silverdale to observe the different effects of erosion and deposition. They will gain another perspective of Morecambe by looking back across the bay to locate different features. This should be supported with maps and aerial photographs of the area. They also observe and record physical features of the coastline at Silverdale by creating sketchmaps. These should include sandy beaches, caves and cliff faces. Back in the classroom, the children will compare their records to images of other coastlines that exemplify the key physical features, such as Old Harry Rocks, Dorest; Stack of Duncansby, Caithness; Green Bridge of Wales, Pembrokeshire; Durdle Door, Dorset; Merlin's Cave, Cornwall; and Fingal's Cave, Inner Hebrides. This allows children to develop their place knowledge of the UK, including the names of coastal counties, and explore similarities and differences with our local coastline. The children then learn why people choose to settle in coastal areas and investigate the advantages and disadvantages of living in coastal towns. These may include other significant towns and cities around the UK. The children then go on to learn how coastal erosion affects coastal communities in the UK, including places along Morecambe Bay and Holderness, Yorkshire. The children will then learn why coastal management is necessary and they will be able to describe specific coastal management strategies, including those observable around Morecambe Bay. They will be able to compare hard engineering strategies (such as rock armour, groynes, sea wall and gabions) with soft engineering strategies (such as beach nourishment, dune regeneration and managed retreat). The children could then go on to design their own coastal community complete with suitable sea defences.

## Resources:

<https://www.countryfile.com/go-outdoors/days-out/britains-best-coastal-caves-arches-and-stacks/>

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty>

<https://www.bbc.co.uk/bitesize/clips/z8tyr82>

[http://www.coastalandgeotechnicalservices.com/yahoo\\_site\\_admin1/assets/docs/SOBC-Case\\_Study\\_6-North-West\\_England.19185636.pdf](http://www.coastalandgeotechnicalservices.com/yahoo_site_admin1/assets/docs/SOBC-Case_Study_6-North-West_England.19185636.pdf)

## National Curriculum

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and understand how these have changed over time.
- describe and understand key aspects of human and physical geography.
- use maps to locate features studied.
- use the points of a compass, symbols and key to build knowledge of the United Kingdom and wider world.
- Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.



# Year 3: Coasts and Caves

## I will know:

- **what coasts are and how they are formed by the sea.**
- **how Morecambe Bay and coastal physical features are shaped by the sea.**
- **the location of some coastal counties around the UK.**
- the key advantages and disadvantages of living in coastal communities, including major UK towns and cities.
- how coastal erosion can affect coastal communities
- why coastal management is necessary and describe specific coastal management strategies.

## I will say:

coast, coastal, community, shore, erosion, deposition, estuary, industry, cliff, cave, arch, stack, beach, county, advantage, disadvantage, management, landmark.

## I will experience:

- exploring Morecambe Bay's coastline and coastal features at Silverdale.
- a caving adventure.

## I will learn how to:

- make observations, notes and take photographs to record features and places.
- create simple sketch maps.
- use maps to locate UK counties and cities.
- use maps and digital mapping to explore features of coastlines.
- identify and use OS symbols for human and physical features.
- use four compass directions to orientate maps and describe the direction of features.
- describe and compare places and physical processes through talk, diagrams and writing.
- express views about places and geographical issues.

## Learning check

1. Name 3 important physical features that may be found on coastlines.
2. How are coastlines changed by the sea?
3. Name 3 UK coastal counties.

## Learning links

In Yellow Class, we learned about the seas and oceans around the UK. We have also learned about physical and human features in landscapes. In this unit, we will learn how the sea shapes coastlines and creates the physical features we can find there.



# Year 3: Biomes and Climate Zones

## Enquiry Question:

Why do certain plants and animals live together?

## Overview:

This unit builds on the children's learning about continents and hot and cold places from Year 1. It introduces the children to the idea of biomes. These are very large areas of land with a particular climate and types of flora (plants) and fauna (animals). The children will learn that biomes are made up of many different ecosystems, which are communities of interacting living things (building on their Year 1 science learning) in a certain area and their environment. They will learn that the Earth has seven major biomes on land: tundra, taiga forest, temperate forest, tropical rainforest, desert, grassland and savannah. Note that there are also aquatic biomes- broadly freshwater and marine. The children learn where these biomes occur and learn to describe their location relative to lines of latitude (and longitude). They learn that lines of latitude are help geographers measure the distance of a place from the equator and that the Tropic of Capricorn is 30° south of the equator and the Tropic of Cancer is 30° north of the Equator. They should learn and use the terms Northern Hemisphere and Southern Hemisphere and find the location of the Arctic and Antarctic Circle. The children also learn about the three major climate zones: tropical zone, temperate zone and polar zones. The understand that the position of these zones can be described using lines of latitude. The children learn that biomes are influenced by the climate (the general weather conditions over a long period of time). They continue to build their locational knowledge and map skills by 'zooming in' on North America and finding the countries that make up this continent. They will explore which biomes are found on the continent of North America and which biome covers the UK. Over a series of lessons, the children then learn about the key characteristics of each biome found in North America, including the climate, flora and fauna. This could be represented through 'biomes in a bottle' to compare and depict the key characteristics of each biome. The children should also learn that the UK is covered by the temperate forest biome and have the opportunity to compare temperate forests in the UK with those found in North America by exploring what is the same and what is different. They should be supported to develop an appreciation and wonder about the natural world. Finally, the children will learn that some natural areas are in need of protection and look at the work of conservation charities and nature reserves. The children should have the opportunity to make a positive difference by volunteering to help at a local nature reserve. They draw maps of the reserve, using symbols and a key to identify key features.

## Resources:

- [https://www.ducksters.com/science/ecosystems/world\\_biomes.php](https://www.ducksters.com/science/ecosystems/world_biomes.php)
- <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>
- Search Google Images biomes in a bottle KS2
- <https://www.wildlifetrusts.org/>
- <http://www.fairfieldassociation.org/fauna/>

## National Curriculum

- *Locate the world's countries, using maps to focus on North America.*
- *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.*
- *Describe and understand key aspect of physical geography, including climate zones, biome sand vegetation belts.*
- *Use maps, atlases, globes and digital mapping to locate countries and describe features studied.*



# Year 3: Biomes and Climate Zones

## I will know:

- **the names and location of the world's terrestrial biomes.**
- that latitude lines help geographers measure the distance of a place from the equator.
- **that there are three major climate their positions can be described by latitude lines.**
- that biomes are influenced by their climate.
- **the location and countries of North America.**
- the key characteristics of biomes in North America and UK.
- **how natural areas are protected and preserved.**

## I will say:

Biome, tundra, taiga, temperate forest, tropical rainforest, desert, savannah, terrestrial, marine, climate, flora, fauna, ecosystem, Equator, latitude, longitude, climate zone, tropical, temperate, polar, nature reserve, preserved.

## I will experience:

- a visit to a nature reserve (e.g. Brockhole, Leighton Moss, Fairfield Association) and volunteer to support the work of a conservation organisation.

## I will learn how to:

- use maps, atlases, globes and digital mapping to locate the world's biomes.
- describe and compare places through talk, diagrams and writing.
- express views about places and geographical issues.
- draw maps of a place using recognisable symbols and key.

## Learning check

1. List the world's 7 major biomes.
2. What is a climate zone?
3. Which countries are found in North America?
4. How can people help to protect natural areas?

## Learning links

This unit builds on our knowledge of continents from Orange Class and our understanding of how natural places can be protected and improved by people from our oceans topic in Yellow Class.



# Willow Lane Geography Curriculum

## Year 4



*Willow Lane*  
Community Primary School

# Year 4: Rivers and the Water Cycle

## Enquiry Question:

Where does all the water come from?

## Overview:

This unit builds on the children's learning from Year 2 about the location of the world's oceans and seas. It also develops the children's understanding of physical processes, including erosion and deposition from the coasts topic in Year 3. They start by learning that about 70% of the Earth's surface is covered by water. They then learn how this water is mostly saline water with only 3% freshwater. They then learn about the water cycle (building on their learning about states of matter in science). They learn that the water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to rivers and back to the ocean. They understand and use the terms evaporation, condensation, precipitation and collection. They learn how drinking water is treated after it is used by people and returned to rivers. They then learn how rivers are formed and how the features of rivers change along its course. They go on to learn how rivers shape the land through erosion, transportation and deposition, and how they create meanders, V-shaped valleys and oxbow lakes. They visit the River Lune and identify and record physical features using maps and by creating sketch maps. They use GIS and maps to explore its route from source to sea and identify the counties that it passes through. They learn how to use four-figure grid references to locate features on a map. They may also carry out river studies fieldwork by visiting a Field Studies Centre or Hothersall Lodge. They then explore the human geography of rivers and why they are important to people, including for farming, transport, energy and leisure, focusing on the River Lune. The children then learn about the Volga River and use maps and atlases to plot its course. They find out why the Volga River is important to people and draw comparisons about the physical and human geography of the Volga River and the River Lune. Finally, the children learn how the River Lune has flooded in the past, the impact flooding had on people in Lancaster (2015, Storm Desmond) and how people can manage flood risks. This may be compared to flooding in other areas of the UK or Europe.

## Resources:

<https://socratic.org/questions/what-amount-of-water-on-earth-is-drinkable>  
<https://www.bbc.co.uk/programmes/p0114f7c>  
<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j>  
[https://www.rgs.org/schools/teaching-resources/rivers-\(1\)/journey-of-a-river/](https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/)  
<https://www.lancashire.gov.uk/outdoorededucation/our-centres/hothersall-lodge/>  
<https://www.field-studies-council.org/school-courses/rivers-2/>

## National Curriculum

- *locate the world's countries, using maps to focus on Europe (including the location of Russia).*
- *name and locate key topographical features (including rivers), land use patterns, and understand how some of these aspects have changed over time.*
- *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.*
- *describe and understand key aspects of physical geography, including rivers and the water cycle.*
- *describe and understand key aspects of human geography, including land use and the distribution of natural resources, including water.*
- *use maps, atlases, globes and digital mapping to locate countries and describe features studied.*
- *use four-figure grid references, symbols and keys.*
- *use field work to observe, measure, record and present the human and physical features in the local area.*





# Year 4: Rivers and the Water Cycle

## I will know:

- **where Earth's water is found.**
- **the processes involved in the water cycle.**
- how drinking water is treated and returned to rivers.
- how the features of rivers change along its course.
- **how rivers shape the land.**
- why rivers are important to people.
- the location, course and key features of the River Lune and the River Volga.
- the impact of flooding and how we can protect land against floods.

## I will say:

River, course, lake, stream, tributary, run-off, ground source, spring, water cycle, evaporation, condensation, precipitation, collection, flooding, prevention, treatment, reservoir, freshwater, saline water, upper course, middle course, lower course, flood plain, estuary, waterfall, source, oxbow lake, meander, valley.

## I will experience:

- visiting the River Lune to carry out fieldwork.
- standing in and crossing a river and completing a river study.

## I will learn how to:

- collect, record and organize information in tables and charts.
- create simple sketch maps.
- use maps, atlases and globes to locate countries, counties and rivers.
- use four-figure grid references to locate features on a map.
- present information in tables and bar charts.
- describe and compare places and physical processes through talk, diagrams and writing.

## Learning check

1. Where is most of the world's water?
2. What are the four main steps in the water cycle?
3. How do rivers change the shape of our land?

## Learning links

In Yellow Class, we learned about the world's seas and oceans. In Green Class, we learned how erosion and deposition change the shape of our coastlines. This topic, builds on our learning to discover where water comes from and where it goes and learn how rivers shape the land around us.



# Year 4: Migration

## Enquiry Question:

Why do people move to new countries?

## Overview:

This unit build on the children's locational knowledge of countries and continents from key stage 1 and lower key stage 2. It develops their understanding of homes, land use and tourism from Yellow Class. They learn that migration is the movement of people from one place to another place to stay for a longer period. They learn about key terms linked to migration, including international migration, economic migration, refugee, immigration and emigration. They learn about the key reasons people may choose to migrate, including how migration is affected by push and pull factors. They learn how migration can lead to increased urbanisation by looking at case studies of Brazil. They learn how migration can have positive and negative effects for the source and host countries/communities and describe how the UK has been affected by migration (including the Windrush generation). They also learn about what a refugee is and why some people are refugees.

## Resources:

<https://teachers.thenational.academy/units/migration-7c41>

<https://www.rgs.org/schools/teaching-resources/brazil/>

## National Curriculum

- *locate the world's countries and major cities.*
- *understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within South America.*
- *describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources.*
- *use maps, atlases globes and digital mapping to locate countries and describe features studied.*



# Year 4: Migration

## I will know:

- **what migration means.**
- **key reasons people might choose to migrate.**
- how migration can lead to increased urbanisation.
- how migration can have positive and negative effects for the source and host communities.
- how the UK has been affected by migration.
- **what a refugee is and why some people are refugees.**

## I will say:

Migration, migrant, immigration, emigration, refuge, refugee, push factor, pull factor, economic, settle, permanent, temporary, national, international, source country, host country, urban, rural, urbanisation.

## I will experience:

- Visits and experiences

## I will learn how to:

- use maps, atlases, globes and digital mapping to locate countries and migration routes.
- present information in tables and bar charts.
- describe and compare places through talk, diagrams or writing.
- express views about places and geographical issues.

## Learning check

1. What does migration mean?
2. Why do people migrate?
3. What is a refugee?

## Learning links

This unit builds on our learning about the continents and countries studied so far. It also develops our learning from Yellow Class about settlements and tourism.



# Willow Lane Geography Curriculum

## Year 5



*Willow Lane*  
Community Primary School

# Year 5: Global Trade

## Enquiry Question:

Does globalisation make for a better world?

## Overview:

This unit builds on the children's place knowledge from lower Key Stage 2 and Key Stage 1, including the location of continents and countries. It also develops children's understanding of how countries and communities are interconnected and interdependent building directly from the migration unit in Year 4. They learn that increased connections between countries (such as political, cultural, transport, migration, tourism, communication and trade) result in globalisation. They learn that for most of human history trade was very local and that during the 18<sup>th</sup> century international trade increased significantly. The children learn that changes in transport and communication technology have increased globalisation. The children revisit their learning about lines of longitude (discussed briefly in Year 3 when latitude is introduced). They learn that these are imaginary lines that run from the North Pole to the South Pole and that they are used by geographers as a measurement for how far east or west a place is. They learn that Prime/Greenwich Meridian runs through the United Kingdom. They also learn how longitude lines are connected to time zones and where places experience day and night). The children then learn that globalisation has increased trade between countries. They begin looking at the food trade and learn how globalisation affects the food we have available to eat. The children learn that globalisation has positive and negative effects for food supply and sustainability. They learn that the fashion and clothing industry is heavily influenced by globalisation. They look at case studies of how garments are manufactured from gathering the raw materials (cotton, steel, etc.), to processing, and finally selling the product on the high street. They learn that this is known as the supply chain and that each step can be described using the terms primary/secondary/tertiary industry. They learn that globalisation of the fashion industry has positive and negative effects for people along the supply chain and the consumers. They consider their responsibilities as global citizens and learn how their choices can effect positive change. They learn about the role of Fairtrade or similar organisations and they can have a positive impacts for workers and the environment.

## Resources:

<https://www.rgs.org/schools/teaching-resources/global-trade/>

<https://teachers.thenational.academy/units/globalisation-672d>

<https://www.fairtrade.org.uk/farmers-and-workers/cotton/>

## National Curriculum

- *locate the world's countries.*
- *identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).*
- *describe and understand key aspects of human geography, including economic activity and trade links, and the distribution of natural resources.*
- *use maps, atlases, globes and digital mapping to locate countries.*
- *use the eight points of a compass.*



# Year 5: Global Trade

## I will know:

- **what globalisation means.**
- the factors that have led to increased globalisation.
- how globalisation affects trade between countries.
- **that globalisation has positive and negative effects for the food industry and environment.**
- **The location of line of longitude, including the Greenwich/Prime Meridian.**
- how Fairtrade can have positive impacts for workers and the environment.

## I will say:

globe, globalisation, trade, responsible, ethical, consumer, primary/secondary/tertiary industry, raw materials, supply chain, independent, interdependent, dependent.

## I will experience:

- Looking at fair trade products sourced from supermarkets and investigating what it means to be fair trade.

## I will learn how to:

- use maps, atlases, globes and digital mapping systems to locate countries and trade routes.
- use eight compass points to orientate maps and describe the direction location of places.
- describe, compare and explain aspects of human geography.
- express views considering different perspectives about places and geographical issues.

## Learning check

1. What is globalisation?
2. Name the positive and negative effects of globalisation?
3. What is the difference between a primary industry and a tertiary industry?

## Learning links

In Blue Class, we learned about migration, which showed how some countries are connected by the movement of people. We also learned that some people move for economic reasons. This unit will build on that learning to explore more of the ways in which countries are connected and dependent on each other.



# Year 5: Forests and Habitat Management

## Enquiry Question:

How can we look after the world's forests?

## Overview:

This unit builds on the children's learning about biomes, land management and nature reserves in Year 3 and on their understanding of global trade and supply chains earlier in Year 5. It also builds their knowledge of Brazil, which was first studied in the migration unit in Year 4. They start by revisiting the physical features of temperate forests. They learn that they are made up of many diverse ecosystems and learn that they play an important role in removing carbon dioxide from the atmosphere and producing oxygen. They learn that forests can be natural habitats or managed by people. They learn that habitat biodiversity can be supported and improved by people. They also learn that some forests are managed by people to produce resources, such as timber. They visit a local forest (e.g Grizedale) to identify the physical features and develop their map skills. They consolidate their learning about how forests can be managed and protected by people. They then learn about the physical features of rainforests and compare these to their experience of the forest they have visited. They learn how rainforests provide a wide range of important resources and habitats. They learn how they are home to diverse groups of people. They learn how and why the rainforests are under threat from deforestation, including the conflict of different kinds of land use. The children act to create a positive change by fund raising for rainforest conservation, through persuasive presentations/writing or by volunteering to improve a woodland habitat.

## Resources:

<https://www.forestryengland.uk/guided-visits-grizedale>

<https://www.youtube.com/watch?v=3vijLre760w>

<https://www.youtube.com/watch?v=lc-J6hcSKa8>

<https://www.actionaid.org.uk/school-resources/resource/ks2-rainforest-in-trouble>

The Great Kapok Tree by Lynne Cherry.

## National Curriculum

- *locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions and key physical and human characteristics.*
- *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America.*
- *describe and understand key aspect of physical geography and human geography, including types of settlement and land use, economic activity, and the distribution of natural resources.*



# Year 5: Forests and Habitat Management

## I will know:

- **the physical features of temperate forests and rainforests.**
- **that forests remove carbon dioxide from the atmosphere and produce oxygen.**
- that forests can be natural habitats or managed by people..
- why rainforests in Brazil are at risk from deforestation.
- **that rainforests provide a wide range of important habitats and resources.**

## I will say:

temperate forests, rainforests, canopy, forest floor, biodiversity, atmosphere, habitat management, resources, ecosystem, deforestation, timber, agriculture, land use.

## I will experience:

- conducting fieldwork and developing map skills at Grizedale Forest.

## I will learn how to:

- select ways to measure, record and organise information collected through fieldwork.
- create detailed sketch maps that highlight key features of the landscape.
- use maps and digital mapping to explore features of forests.
- identify and use OS symbols for human and physical features on maps.
- use six-figure grid references to locate features on a map.
- describe, compare and explain aspects of human and physical geography.
- express views considering different perspective about places and geographical issues.

## Learning check

1. What are some of the key differences between temperate forests and rainforests?
2. Why are rainforests such important biomes?

## Learning links

This unit builds on our learning about biomes, nature reserves and land management from Green Class. It also develops our understanding of global trade and supply chains from our last unit in Indigo Class.





# Willow Lane Geography Curriculum

Year 6



*Willow Lane*  
Community Primary School

# Year 6: Climate Change and Sustainability

## Enquiry Question:

How is our climate changing?

## Overview:

This unit builds on the children's learning about resources and the impact of deforestation gained in their forest topic in Year 5. It also links to their learning about biomes in Year 3 and the impact of our choices in the Global Trade unit in Year 5. The children start by learning that climate change is a continuous process that has occurred over millions of years. They learn how the climate of Earth and the UK has changed over huge periods of time, including ice ages. They learn how this has shaped the UK, including fossil fuel deposits left by vast prehistoric forests and the shaping of Morecambe Bay and the Lake District by glacial forces during different ice ages. The children learn that climate change has natural and man-made causes. They learn that our climate is changing more rapidly because of man-made emissions of greenhouse gases (carbon dioxide and methane). They go on to understand how rapid changes to our climate can negatively affect ecosystems. They learn that climate change can cause humans and animals to migrate to new places. They learn that the burning of fossil fuels is a major source of carbon dioxide and that our energy comes from renewable and non-renewable sources. They then learn about case studies in sustainable development by comparing the sustainable practices in different places (Centre for Alternative Technology, Freiburg, Curitiba). They then consider how sustainable Lancaster is and how it could be improved by designing a sustainable community.

## Resources:

<https://teachers.thenational.academy/units/energy-and-sustainability-4aaa>

<https://teachers.thenational.academy/units/natural-resources-130e>

<https://www.bbc.co.uk/bitesize/articles/z4g3f82>

## National Curriculum

- locate the world's countries using maps to focus on Europe, key physical and human characteristics and major cities.
- describe and understand key aspects of physical geography and human geography, including the distribution of natural resources.
- use maps, atlases, globes and digital mapping to locate countries and describe features studied.



# Year 6: Climate Change and Sustainability

## I will know:

- **that climate change has natural and man-made causes.**
- why our climate is changing more rapidly.
- **that rapid changes to our climate can generate negative consequences.**
- **to know that our energy comes from renewable and non-renewable sources.**
- about sustainable practices in different places.

## I will say:

sustainable, greenhouse gases, carbon dioxide, methane, greenhouse effect, climate change, global warming/heating, renewable, non-renewable, emissions.

## I will experience:

- a visit from a climate or environmental scientist (e.g. Dr Jan Maskell; Scientists for Global Responsibility).
- a visit to Lancaster University to learn about sustainable practices.

## I will learn how to:

- identify and use OS symbols for human and physical features on maps.
- use six-figure grid references to locate features on maps.
- present information in tables, charts and graphs.
- describe, compare and explain aspects of human geography and physical processes.
- express views considering different perspectives about places and geographical issues.

## Learning check

1. How has human activity led to more rapid climate change?
2. What are some of the effects of climate change?
3. Name some renewable and non-renewable energy sources?

## Learning links

This unit builds on our learning about resources and the impact of deforestation gained in our forest topic and our understanding of the impact of our choices in the Global Trade unit in Indigo Class. It also links to our learning about biomes from Green Class.



# Year 6: Mountains, Volcanoes and Earthquakes

## Enquiry Question:

How do communities protect themselves from natural disasters?

## Overview:

- This unit builds on the children's understanding of how the landscape is shaped by natural forces, including the coasts topic in Year 3 and rivers in Year 4. It also builds on their understanding of how communities manage environmental change, including their learning about flooding in Year 4. The children learn that the Earth is made of three main layers: the crust, the mantle and the core. The core is a thin layer made mostly of rock. The mantle is the thickest layer and is made of hot, dense, metal-rich rock. The outer core is made mostly of metal. The outer core is liquid and the inner core is solid. They learn that fold mountains are created when two or more tectonic plates are pushed together causing the Earth's crust to fold over on top of itself and that the Lake District and the Himalayas have fold mountains. They learn that earthquakes are caused when tectonic plates become locked together and the pressure is suddenly released as the plates jolt into a new position. They also learn what happened following the Tohoku earthquake (Japan, 2011). They go on to learn that volcanoes are formed when tectonic plates collide and melt the rock to form magma. The magma is then forced upwards through the Earth's crust. They learn that volcanoes can be classified as active, dormant or extinct. They also learn what happened following the Fuego volcanic eruption (2018). This leads them on to learning about how communities protect themselves from volcanoes. The children visit the Lake District to see and understand how the Borrowdale landscape was shaped by volcanic activity. They also develop their map skills and understanding of OS symbols, including contour lines.

## Resources:

<https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a>  
<https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

## National Curriculum

- *describe and understand key aspects of human geography and physical geography, including mountains, volcanoes and earthquakes.*
- *use maps, atlases, globes and digital mapping to locate countries and describe features studied.*
- *use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world.*
- *use fieldwork to observe, measure, record and present the human and physical features in the local area.*



# Year 6: Mountains, Volcanoes and Earthquakes

## I will know:

- **that the Earth has a structure with three main layers.**
- how fold mountains are created and examples of fold mountains.
- how earthquakes are caused by tectonic plates.
- **how volcanoes are formed.**
- that volcanoes can be classified into different types.
- **the impact of earthquakes and volcanoes on the environment and human settlements.**
- how communities can protect themselves from volcanoes.
- the Borrowdale landscape was shaped by volcanic activity.

## I will say:

volcano, erupt, earthquake, tremor, tectonic plate, crust, mantle, core, lava, magma, active, dormant, extinct, infrastructure, evacuation

## I will experience:

- viewing extinct volcanoes in Borrowdale and climbing a mountain in the Lake District.

## I will learn how to:

- select ways to measure, record and organise information collected through fieldwork.
- create detailed sketch maps that highlight key features in the landscape.
- use maps, atlases, globes and digital mapping countries, mountains, volcanoes and locations of earthquakes.
- identify and use OS symbols for human and physical features, including contour lines.
- use eight compass directions to orientate maps and describe the location of feature on maps.
- use six-figure grid references to locate features on a map.
- describe, compare and explain aspects of human geography and physical processes.

## Learning check

1. Can you name the three layers that make up the structure of Earth?
2. What happens when a volcano erupts?
3. How are volcanoes formed?

## Learning links

In this unit we will build on our understanding of how the landscape is shaped by natural forces, including the coasts topic from Green Class and rivers topic from Blue Class. The rivers topic also examined how communities can be affected by flooding. This topic will also explore how human settlements are affected by other natural disasters.

