

Grammarsaurus Geography Unit Coverage and National Curriculum Links



Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to do the following:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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 human and physical geography
- 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 the following:
 - key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key
 - human features: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], 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; and use and construct basic symbols in a key
- 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



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Unit	Objective	NC Link	Key Vocabulary
Year 1 Our Local Park (fieldwork)			
Lesson 1 – What is at our local park, and how do people get there?	LA – I know where my local park is. MA – I can locate my local park on a map. I can use technology and maps to plan a route to my local park. HA – I can locate my local park on a map. I can use technology and maps to plan a route to my local park. I can use directional language to describe where my local park is.	Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Pupils should be taught to use plan perspectives to recognise landmarks and basic human and physical features and construct basic symbols in a key.	aerial view, cardinal points, collection methods, compass, data, direction, facilities, features, fieldwork, human features, investigation, journey, local, maps, observations, physical features, pictogram, position, record, route, symbols, tally chart
Lesson 2 – How can we collect data about the key features of our local park?	LA – I can conduct fieldwork to collect and record data about my local park. MA – I can conduct fieldwork to collect and record data about my local park. I can identify the human and physical features of my local park. HA – I can conduct fieldwork to collect and record data about my local park. I can identify the human and physical features of my local park. I can say what I like/dislike about my local park.	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	
Lesson 3 – How can we present data about our local park's facilities?	LA – I can present my data using a pictogram. MA – I can present my data using a pictogram. I can analyse the data I collected. HA – I can present my data using a pictogram. I can analyse the data I collected. I can discuss how my local park's facilities can be improved.	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	
Unit	Objective	NC Link	Key Vocabulary
Year 1 The World and My School			
Lesson 1 – What is my classroom like?	LA – To create a bird's eye view messy map of my classroom. MA – To create a bird's eye view messy map of my classroom and begin to make some evaluations HA – To create and evaluate a bird's eye view messy classroom map and create an aerial plan of my classroom.	Pupils should be taught to use aerial plan perspectives to recognise landmarks. Pupils should be taught to devise a simple map. Pupils should be taught to use simple observational skills to study the geography of their school.	



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Lesson 2 – Where is my school on my street?	LA – To create a bird's eye view messy map of my classroom. MA – To create a bird's eye view messy map of my classroom and begin to make some evaluations HA – To create and evaluate a bird's eye view messy classroom map and create an aerial plan of my classroom.	Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Pupils should be taught to use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: factory, farm, house, office, port, harbour and shop.	atlas, beach, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, office, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather autumn, equator, globe, seasons, spring, summer, temperate, temperature, winter, North Pole, South Pole beach, cliff, sea, river, vegetation, harbour, port, soil
Lesson 3 – Where is my town in the country?	LA – I know which country I live in. I know which type of settlement I live in. MA – I know which country I live in. I know which type of settlement I live in. I know some of the human and physical features of my settlement. HA – I know which country I live in. I know which type of settlement I live in. I know some of the human and physical features of my settlement. I can locate my town/village/city on a map.	Pupils should be taught to name, locate and identify characteristics of the four countries of the United Kingdom Pupils should be taught to use basic geographical vocabulary to refer to key human features, including city, town and village.	
Lesson 4 – What are the seasons like in the United Kingdom?	LA – I know the four seasons of the United Kingdom. I can recognise the signs of different seasons. MA – I know the four seasons of the United Kingdom. I can recognise the signs of different seasons and produce accurate pictures of each season. HA – I know the four seasons of the United Kingdom. I can recognise the signs of different seasons and produce accurate pictures of each season. I know why the seasons occur.	Pupils should be taught to identify seasonal weather patterns in the United Kingdom.	
Lesson 5 – Where is my country in the world?	LA – To locate the United Kingdom on a world map. MA – To locate the United Kingdom on a world map. To name and locate the seven continents. HA – To locate the United Kingdom on a world map. To name and locate the seven continents. To understand, the United Kingdom is part of Europe.	Pupils should be taught to name and locate the world's seven continents.	



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Lesson 6 – How is the weather different around the world?	LA – I know there are different climates around the world. I know there are hot, cold and temperate climates. MA – I know there are different climates around the world. I know there are hot, cold and temperate climates and where they are found. HA – I know there are different climates around the world. I know there are hot, cold and temperate climates and where they are found. I can suggest some animals that live in hot and cold climates.	Pupils should be taught to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	
Unit	Objective	NC Link	Key Vocabulary
Year 1 Our School Grounds (fieldwork)			
Lesson 1 – Which features in our school grounds support plant life?	LA – I can conduct fieldwork to collect and record data about my school grounds. MA – I can conduct fieldwork to collect and record data about my school grounds. I can identify the human and physical features of my school grounds. HA – I can conduct fieldwork to collect and record data about my school grounds. I can identify the human and physical features of my school grounds.	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	aerial view, cardinal points, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, journey, maps, observations, physical features, pictogram, plant life, position, record, route, symbols, tally chart map key, sketch map
Lesson 2 – Where on our school grounds could we encourage plant life?	LA – I can draw a sketch map of my school grounds. I can create a key for my map. MA – I can draw a sketch map of my school grounds using information gathered from fieldwork. I can create a key for my map. HA – I can draw a sketch map of my school grounds using information gathered from fieldwork. I can create a key for my map. I can create my own symbols.	Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	
Lesson 3 – How can we share the locations in our school where we can encourage plant life?	LA – I can use directional language with some support. MA – I can use directional language independently and maps and compass directions with some support. HA – I can use directional language independently and maps and compass directions with some support.	Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.	



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Unit	Objective	NC Link	Key Vocabulary
Year 2 - My Local Area and Tulum, Mexico			
Lesson 1 – Can I use atlases and globes to discover the continents and oceans of the world?	LA – To use an atlas to identify and locate the seven continents and five oceans and demonstrate the use of an atlas/globe. MA – To use an atlas to identify and locate the seven continents and five oceans and demonstrate the use of an atlas/globe. HA – To use an atlas to identify and locate the seven continents and five oceans. To demonstrate using an atlas/globe using key features such as contents and index pages.	Pupils should be taught to name and locate the world's seven continents and five oceans. Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied at this key stage.	aerial photograph, atlas, beach, characteristics, city, cli , climate, coast, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, landmark, locality, location, map, mountain, ocean, office, port, river, sea, season, soil, shop, symbol, town, valley, vegetation, village, weather capital, compass, key, temperate, North Pole, South Pole
Lesson 2 – How do the equator and the poles affect the climate worldwide?	LA – To understand what the equator is. To locate the equator/North Pole/South Pole and demonstrate an understanding of the differences in climates. MA – To understand what the equator is. To locate the equator/North Pole/South Pole and demonstrate an understanding of the differences in climates and why they occur. HA – To understand what the equator is. To locate the equator/North Pole/South Pole and demonstrate an understanding of the differences in climates and why they occur.	Pupils should be taught to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	
Lesson 3 – What are the countries, capital cities and surrounding seas of the UK?	LA – To name and locate the four countries of the UK. To name and locate the capital cities of the UK. To name and locate the seas surrounding the UK. MA – To name and locate the four countries of the UK. To name and locate the capital cities of the UK. To name and locate the seas surrounding the UK. HA – To name and locate the four countries of the UK. To name and locate the capital cities of the UK. To name and locate the seas surrounding the UK.	Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught to use world maps and atlases to identify the United Kingdom and its countries.	



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Lesson 4 – What are the key human and physical features?	LA – To identify their local area. To understand what human and physical features are. To begin to identify human and physical features in their local area. MA – To identify their local area. To understand human and physical features and identify human and physical features in their local area. HA – To identify their local area. To understand human and physical features and identify human and physical features in their local area. To identify the type of settlement they live in.	Pupils should be taught to use basic geographical vocabulary to refer to key physical and human features. Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting country.	
Lesson 5 – Can I create a map of my school using key map features?	LA – I know what a compass is. I understand what map symbols are. I can create a map of my school and create a key. MA – I know what a compass is and have begun to understand how to use it. I understand what map symbols are. I can create a map of my school and create a key. HA – I know what a compass is and how to use it. I understand what map symbols are and can use them. I can create a map of my school and create a key.	Pupils should be taught to devise a simple map and use and construct basic symbols in a key.	
Lesson 6 – Can I create a map of my local area using aerial photographs?	LA – To use observational skills to identify human and physical features of their local area and use aerial images to create a map, including symbols and a simple key. MA – To use observational skills to identify human and physical features of their local area and use aerial images to create a map of their local area, including a key and symbols. HA – To use observational skills to identify human and physical features of their local area and use aerial images to create a map of their local area, including a key and symbols. To locate and name features of their local area on aerial images.	Pupils should be taught to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.	



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Lesson 7 – Where is Mexico?	LA – To locate Mexico. To know Mexico is part of North America. To discuss the climate of Mexico. MA – To locate Mexico. To know Mexico is part of North America. To discuss the climate of Mexico and some of the landscapes found in Mexico. HA – To locate Mexico. To know Mexico is part of North America. To discuss the climate of Mexico, locate Tulum, Mexico and begin to notice the geographical features of Mexico.	Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting country. Pupils should be taught to use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	
Lesson 8 – How do the physical features of Tulum compare to my local area?	LA – I can describe similarities between my local area and Tulum, Mexico. I can describe the difference between my local area and Tulum, Mexico. I can identify physical features. MA – I can describe similarities between my local area and Tulum, Mexico. I can describe the difference between my local area and Tulum, Mexico. I can identify physical features. HA – I can compare my local area to Tulum, Mexico. I can identify physical features.	Pupils should be taught to understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom and of a small area in a contrasting country.	
Lesson 9 – How do the human features of Tulum compare to my local area?	LA – I can describe similarities between my local area and Tulum, Mexico. I can describe the difference between my local area and Tulum. I can identify human features. MA – I can describe similarities between my local area and Tulum, Mexico. I can describe the difference between my local area and Tulum. I can identify human features. HA – I can compare my local area to Tulum. I can identify human features.	Pupils should be taught to understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom and of a small area in a contrasting country.	
Lesson 10 – What are the similarities and differences between my local area and Tulum, Mexico?	LA – I can state some human and physical features in my local area and Tulum and begin to compare them. MA – I can describe some human and physical features in my local area and Tulum and compare them. I can present my knowledge. HA – I can compare my local area to Tulum, Mexico. I can identify human and physical features and describe them. I can present my knowledge.	Pupils should be taught to understand geographical similarities and differences by studying the physical and human geography of a small area of the United Kingdom and a small area in a contrasting country.	

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Unit	Objective	NC Link	Key Vocabulary
Year 2 Weather and Climate			
Lesson 1 – What is the difference between weather and climate?	LA – With the support of a close paragraph, children are to describe how the weather affects the job of farmers. MA – With the support of the given vocabulary, children are to describe how the weather affects the job of a farmer. HA – Children are to describe how the weather affects a farmer's job independently.	Pupils should be taught to 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.	analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane
Lesson 2 – What is the weather like in my school grounds?	LA – With support, children read weather symbols and interpret a table of weather information. MA – With support, children read weather symbols and interpret a table of weather information. They deduce whether this is the expected weather for the month of the year. HA – With support, children read weather symbols and interpret a table of weather information. They deduce whether this is the expected weather for the month of the year. Create a table of expected weather symbols and temperatures according to the month given.	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information.	
Lesson 3 – How can we collect weather data?	LA – With support, children demonstrate how to measure precipitation, cloud, wind and temperature over one day. MA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature over two days. HA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature over two days. They interpret the data to deduce the season and the reasons for temperature fluctuations.	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.	

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Lesson 4 – How can we collect and record weather data?	LA – With support, children give reasons for the locations of the thermometer, rain gauge and weathervane. With support, children read the instruments and record their findings. MA – Children give reasons for the thermometer, rain gauge and weathervane locations. Children read the instruments and record their findings. HA – Children give reasons for the thermometer, rain gauge and weathervane locations. They explain how to carry out other elements of the fieldwork. Children read instruments and record their findings, suggesting ways to ensure accurate measurements and recordings.	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.	
Lesson 5 – How can we present weather data?	LA – With support, present their fieldwork data on a pre-prepared table, pictogram and bar charts. MA – Children present their fieldwork data on a table, pictogram and bar charts. They label the charts correctly, including titles and a key. HA – Children present their fieldwork data on a table, pictogram and bar charts. They label the charts correctly and create a key using their own symbols. They suggest alternative ways to present data.	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds.	
Lesson 6 – How can we analyse our weather data and evaluate our fieldwork?	LA – With support, be able to interpret the data gathered during their fieldwork. Be able to comment on whether this weather is typical of the season. MA – Be able to interpret the data gathered during their fieldwork, comparing different measurements and different days. Be able to comment on whether the weather was expected or unexpected according to their original prediction. HA – Be able to interpret the data gathered during their fieldwork, making links and comparisons between the weather phenomena they observed and measured. Be able to comment on whether the weather was expected or unexpected according to their original prediction and explain their response.	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds.	



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Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to do the following:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of the following:
 - **physical geography:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - **human geography:** types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

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Unit	Objective	NC Link	Key Vocabulary
Year 3 Conservation of Bees (fieldwork)			
Lesson 1 – What can we learn about bees?	LA – Begin to explain the importance of bees. Begin to explain the differences between bumblebees and honeybees. Begin to explain the process of pollination. MA – Be able to explain the importance of bees. Be able to explain the differences between bumblebees and honeybees. Be able to explain the process of pollination. HA – Be able to confidently explain the importance of bees. Be able to confidently explain the differences between bumblebees and honeybees. Be able to confidently explain the process of pollination.	Pupils should be taught to describe and understand key aspects of physical geography.	analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis
Lesson 2 – What are the key issues affecting bees?	LA – Begin to understand that bee numbers are declining across the UK. Begin to understand how B-Lines can help conserve bees. Begin to explain why bee numbers are declining. MA – Be able to understand that bee numbers are declining across the UK. Be able to understand how B-Lines can help conserve bees. Be able to explain why bee numbers are declining. HA – Be able to confidently explain and understand that bee numbers are declining across the UK. Be able to confidently explain and understand how B-Lines can help conserve bees. Be able to confidently explain why bee numbers are declining.	Pupils should be taught to describe and understand key aspects of physical geography.	
Lesson 3 – How can our school environment help bees?	LA – Begin to explain some general ways to help the conservation of bees. Begin to explain some specific ways that schools can help the conservation of bees. MA – Be able to explain many general ways to help the conservation of bees. Be able to explain many specific ways that schools can help the conservation of bees. HA – Be able to confidently explain all general ways to help the conservation of bees. Be able to confidently explain all the specific ways schools can help conserve bees.	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	



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Lesson 4 – How can we plan and carry out effective ways to help conserve bees?	LA – Begin to assess how bee-friendly school grounds are. Begin to plan ways to make their school more bee-friendly. Begin to implement ideas to make their school more bee-friendly. MA – Be able to assess how bee-friendly school grounds are. Be able to plan ways to make their school more bee-friendly. Be able to implement ideas to make their school more bee-friendly. HA – Be able to assess how bee-friendly school grounds are. Be able to confidently plan ways to make school more bee-friendly. Be able to confidently implement ideas to make their school more bee-friendly	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Lesson 5 – How can I record and evaluate the effectiveness of bee conservation in my school?	LA – Begin to record and present data accurately. Begin to analyse the data collected. Begin to evaluate the data collected. MA – Be able to record and present data accurately. Be able to analyse data collected. Be able to evaluate the data collected. HA – Be able to confidently record and present data accurately. Be able to confidently analyse data collected. Be able to confidently evaluate data collected.	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Unit	Objective	NC Link	Key Vocabulary
Year 3 Land Use (fieldwork)			
Lesson 1 – What are the types of land use in the ***** region?	LA – Begin to explain different types of land use. Begin to understand each type of land use and its facilities. MA – Be able to explain different types of land use. Be able to understand each type of land use and its facilities. Explain how land use can be shown on maps. HA – Be able to confidently explain different types of land use. Be able to confidently understand each type of land use and its facilities. Explain how land use can be shown on maps.	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.	analyse, bar chart, city, commuters, evaluate, facilities, hamlet, land use, line graph, population, questionnaire, raw materials, re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, tally chart, town, urban, village



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Lesson 2 – What are the important features of a settlement and why do settlers choose specific places?	LA – Begin to explain the important features of settlements. Begin to explain why settlers choose specific settlements. MA – Be able to explain the important features of settlements. Be able to explain how settlements have changed through time. Be able to explain why settlers choose specific settlements. HA – Be able to confidently explain the important features of settlements. Be able to confidently explain how settlements have changed through time. Be able to confidently explain multiple reasons why settlers choose specific settlements.	Pupils should be taught to identify and explain land-use patterns and understand how some of these aspects have changed over time.	
Lesson 3 – How can I record the facilities that are available in my local area?	LA – Begin to understand the facilities and transport links of a specific place. Begin to explain how to plan and prepare for a fieldwork visit to a local town. MA – Be able to explain how we are connected to other places. Be able to understand the facilities and transport links of a specific place. Be able to explain how to plan and prepare for a fieldwork visit to a local town. HA – Be able to explain confidently how we are connected to other places. Be able to confidently understand a specific place's facilities and transport links and how they may encourage a person to live there. Be able to confidently explain how to plan and prepare for a fieldwork visit to a local town.	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Lesson 4 – How can I present and analyse information about local facilities?	LA – Begin to record and present data accurately. Begin to analyse the data collected. MA – Be able to record and present data accurately. Be able to analyse data collected. Be able to evaluate the data collected. Be able to explain why settlers choose specific settlements HA – Be able to record and present data accurately. Be able to confidently analyse data collected. Be able to confidently evaluate data collected and suggest further enquiries.	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	



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Unit	Objective	NC Link	Key Vocabulary
Year 3 The United Kingdom			
Lesson 1 – What are the countries and regions of the UK?	LA – Recall the four countries and capital cities within the UK. Name their region in England. MA – Identify and locate the four countries and capital cities within the UK. Name and locate their region in England. HA – Identify and locate the four countries and capital cities within the UK. Name and locate the nine regions of England. Name and locate their region in England.	Pupils should be taught to name and locate the four countries and capital cities of the United Kingdom (KS1 recap.) Pupils should be taught to name and locate cities and geographical regions of the United Kingdom.	aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, eastings, elevation, factory, farm, forest, harbour, hill, house, human processes, landmark, landscape, land use, locality, location, map, mountains, northings, ocean, office, pattern, physical population, processes, region, river, rural, scale, shop, symbol, topographical, urban, valley, village
Lesson 2 – What are the settlements and counties of the UK?	LA – Label some major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and surrounding counties on a coloured map MA – Label major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and the counties in their region on a coloured map. Understand counties can have distinct physical and human features and cultural identities. HA – Label major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and the counties in their region on a coloured map. Understand counties can have distinct physical and human features and cultural identities.	Pupils should be taught to name and locate counties and cities of the United Kingdom.	
Lesson 3 – What are the human features of the UK?	LA – Be able to explain what a human geographical feature is. Be able to name some human features. Be able to name some landmarks in the UK. MA – Be able to explain what a human geographical feature is. Be able to name some human features and their uses. Be able to name and locate some human landmarks in the UK. HA – Be able to explain what a human geographical feature is. Be able to name some human features and their uses. Be able to name and locate some human landmarks in the UK. Be able to design a landmark using a list of criteria.	Pupils should be taught to use geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop (KS1 recap.) Pupils should be taught to name and locate areas of the United Kingdom and their identifying human characteristics.	

Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 4 – What are the physical features of the UK?	LA – Use a simple map in an atlas to name, locate and identify some key physical features of the four countries of the UK and their region. MA – Use maps in an atlas to name, locate and identify a range of physical characteristics of the four countries of the UK and their region. Mark them onto a blank UK map. HA – Use a variety of maps/photographs in an atlas to name, locate and identify a range of physical characteristics of the four countries of the UK and their region. Mark them onto a blank UK map. Compare physical features according to location, height, length, depth etc.	Pupils should be taught to locate geographical areas and their identifying physical characteristics.	
Lesson 5 – How can I use compasses, keys and symbols to read a map?	LA – Identify a compass, key and symbols on a map. Identify the four main cardinal directions. Begin to use symbols and keys on maps MA – Identify a compass, key and symbols on a map. Identify and use the four main cardinal directions. Be able to design and use symbols on a map. HA – Identify a compass, key and symbols on a map. Identify and use the four main cardinal directions and be aware of the eight cardinal directions. Be able to design and use symbols on a map.	Pupils should be taught to use the eight points of a compass, symbols and keys.	
Lesson 6 – How can I use four-figure grid references to read a map?	LA – Be able to explain why four-figure grid references are used. Begin to read four-figure grid references. MA – Be able to explain why four-figure grid references are used. Be able to read and create four-figure grid references. HA – Be able to explain why four-figure grid references are used. Be able to read and create four-figure grid references. Be able to explain to others how to use four-figure grid references using key vocabulary, including 'eastings' and 'northings.'	Pupils should be taught to use four-figure grid references.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 7 – What are the key topographical features found in the UK?	LA – Identify simple topographical features on a map. MA – Identify and locate simple topographical features on a map. HA – Identify and locate simple topographical features on a map. Describe the topographical features of the area in which they live.	Pupils should be taught to name and locate key topographical features of the United Kingdom.	
Lesson 8 – How have land use patterns changed over time in the UK?	LA – Understand how changes in land use can affect an area. MA – Understand and explain how changes in land use can affect an area. HA – Understand and explain how changes in land use can affect an area. Consider how we may use the land to meet the needs of humans.	Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how these aspects have changed over time.	
Lesson 9 – What are the key human and physical features of the ***** region?	LA – Identify my region and some of the counties within it. MA – Identify my region and the counties within it. Describe some of the human and physical features of my region HA – Identify my region and the counties within it. Describe some human and physical features and name the main cities which you can find in my region.	Pupils should be taught to name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics.	
Lesson 10 – How can I create a sketch map of my local area?	LA – Be able to explain what a sketch map is. Be able to identify some features of sketch maps. Be able to create a simple sketch map with some features from the local area. MA – Be able to explain what a sketch map is. Be able to identify features of sketch maps. Be able to create a simple sketch map with accurate features from the local area HA – Be able to explain what a sketch map is. Be able to identify all the features of sketch maps. Be able to create a sketch map with accurate human and physical features from the local area.	Pupils should be taught to record and present the human and physical features in the local area using a range of methods, including sketch maps.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 4 My Region and Campania, Italy			
Lesson 1 – How is the world represented on maps and globes?	LA – Children will begin to understand what maps and globes tell us. Children will begin to understand what lines of latitude and longitude are. Children will begin to understand what the tropics are. MA – Children will understand what maps and globes tell us. Children will understand the lines of latitude and longitude and how we can use them. Children will understand what the tropics are and how we can use them. HA – Children will confidently understand what maps and globes tell us and can explicitly explain how we can use them. Children will confidently understand the lines of latitude and longitude and explicitly explain how they are used in different contexts. Children will confidently understand the tropics and explicitly explain how they are used in different contexts.	Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	aerial photograph, agriculture, Arctic Circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather
Lesson 2 – What are the key geographical features of the ***** region?	LA – Name and find key settlements in my region MA – Name and find key settlements and main rivers in my region. HA – Name and find my region's key settlements, main rivers and landforms.	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.)	
Lesson 3 – What are the human and physical features of Europe, including countries and capital cities?	LA – Recall and locate some of the countries and capital cities of Europe. MA – Identify and locate some of the countries and capital cities of Europe. Describe the physical and human features of one European country/city. HA – Identify and locate all the countries and capital cities of Europe. Describe the physical and human features of one European country/city. Identify, compare and contrast human and physical features of different European countries.	Pupils should be taught to locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries, and major cities.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 4 – What are the key geographical features of Italy?	LA – Recall and locate some geographical features of Italy. MA – Recall and locate some geographical features of Italy. Describe some physical and human features of Italy. HA – Recall and locate some geographical features of Italy. Describe some physical and human features of Italy. Explain the importance of the geographical features of Italy.	Pupils should be taught to locate the world's countries, using maps to focus on Europe and concentrating on the key physical and human characteristics and major cities.	
Lesson 5 – What is plate tectonics?	LA – Recall the names of the tectonic plates. MA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates HA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates.	Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.	
Lesson 6 – What are earthquakes, and how do they occur?	LA – To understand what earthquakes are and how they occur. MA – To understand and explain what earthquakes are and how they occur. HA – To understand and explain what earthquakes are and how they occur. To demonstrate an understanding of how physical geography might affect a region.	Pupils should be taught to describe and understand key aspects of physical geography, including earthquakes.	
Lesson 7 – What are volcanoes, and how do they occur?	LA – To understand what volcanoes are and how they occur. MA – To understand and explain what volcanoes are and how they occur. HA – To understand and explain what volcanoes are and how they occur. To demonstrate an understanding of how the physical geography might affect a region.	Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 8 – What are the key physical features of Campania, Italy and how do they compare to my region?	LA – Locate and identify key physical features of Campania. Label them on a blank, coloured relief map using the given labels. MA – Use a simple map or an atlas to name, locate and identify key physical features of Campania. Mark them onto a blank, coloured relief map. HA – Use a simple map or an atlas to name, locate and identify key physical features of Campania. Mark and label them on a blank map and colour the features of the area.	Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.
Lesson 9 – What are the key settlements in Campania, Italy and how do they compare to my region?	LA – Name, categorise and locate a settlement in Campania, Italy and one in their own region in England. Give a simple description of the features of these settlements. MA – Name and locate a settlement in Campania, Italy and one in their own region, in England, and give their populations. Give a more detailed description of the features of these settlements, including landmarks. HA – Name and locate (using a sketch map) a settlement in Campania, Italy and one in their own region, in England, and give their populations. Give a detailed description of the features of these settlements, including landmarks and other features that may attract visitors.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country.
Lesson 10 – How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region?	LA – Name and categorise the main land use types in Campania, Italy and their region in England. Name three key economic activities in Campania. MA – Name and categorise the main land use types in Campania, Italy and their region in England. Make comparisons between the two regions. Begin to understand how the tectonic movement has influenced economic activity in Campania. HA – Name and categorise the main land use types in Campania, Italy and their region in England. Make comparisons between the two regions, giving reasons for the differences. Explain how the tectonic movement has influenced economic activity in Campania.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country.



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 11 – What are the similarities and differences between my region and Campania, Italy?	LA – Give information about the key geographical features of my region and show an understanding that other areas in the world are different. MA – Give information about the key geographical features of my region and those of Campania, explaining some similarities and differences. HA – I can identify key geographical features of my region. I understand that there are similarities and differences in geographical features between my region and other European regions.	Pupils should be taught to 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.	
Unit	Objective	NC Link	Key Vocabulary
Year 4 My Region and the South Aegean, Greece (alternative)			
Lesson 1 – How is the world represented on maps and globes?	LA – Children will begin to understand what maps and globes tell us. Children will begin to understand what lines of latitude and longitude are. Children will begin to understand what the tropics are. MA – Children will understand what maps and globes tell us. Children will understand the lines of latitude and longitude and how we can use them. Children will understand what the tropics are and how we can use them. HA – Children will confidently understand what maps and globes tell us and can explicitly explain how we can use them. Children will confidently understand the lines of latitude and longitude and explicitly explain how they are used in different contexts. Children will confidently understand the tropics and explicitly explain how they are used in different contexts.	Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones.	aerial photograph, agriculture, archipelago, Arctic circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, island, islet, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather
Lesson 2 – What are the key geographical features of the ***** region?	LA – Name and find key settlements in my region. MA – Name and find key settlements and main rivers in my region. HA – Name and find my region's key settlements, main rivers and landforms.	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.)	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 3 – What are the human and physical features of Europe, including countries and capital cities?	LA – Recall and locate some of the countries and capital cities of Europe. MA – Identify and locate some of the countries and capital cities of Europe. Describe the physical and human features of one European country/city. HA – Identify and locate all the countries and capital cities of Europe. Describe the physical and human features of one European country/city. Identify, compare and contrast human and physical features of different European countries.	Pupils should be taught to locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries, and major cities.	
Lesson 4 – What are the key geographical features of Greece?	LA – Recall and locate some geographical features of Greece. MA – Recall and locate some geographical features of Greece. Describe some physical and human features of Greece. HA – Recall and locate some geographical features of Greece. Describe some physical and human features of Greece. Explain the importance of the geographical features of Greece.	Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.	
Lesson 5 – What is plate tectonics?	LA – Recall the names of the tectonic plates. MA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates. HA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates.	Pupils should be taught to describe and understand key aspects of physical geography, including earthquakes.	
Lesson 6 – What are earthquakes, and how do they occur?	LA – To understand what earthquakes are and how they occur. MA – To understand and explain what earthquakes are and how they occur. HA – To understand and explain what earthquakes are and how they occur. To demonstrate an understanding of how physical geography might affect a region.	Pupils should be taught to describe and understand key aspects of physical geography, including earthquakes.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 7 – What are volcanoes, and how do they occur?	LA – To understand what volcanoes are and how they occur. MA – To understand and explain what volcanoes are and how they occur. HA – To understand and explain what volcanoes are and how they occur. To demonstrate an understanding of how the physical geography might affect a region.	Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.	
Lesson 8 – What are the key physical features of the South Aegean, Greece and how do they compare to my region?	LA – Locate and identify key physical features of the South Aegean. Label them on a blank, coloured relief map using the given labels. MA – Use a simple map or an atlas to name, locate and identify key physical features of the South Aegean. Mark them onto a blank, coloured relief map. HA – Use a simple map or an atlas to name, locate and identify key physical features of the South Aegean. Mark and label them on a blank map and colour the features of the area.	Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.	
Lesson 9 – What are the key settlements in the South Aegean, Greece and how do they compare to my region?	LA – Name, categorise and locate a settlement in the South Aegean, Greece and one in their own region in England. Give a simple description of the features of these settlements. MA – Name and locate a settlement in the South Aegean, Greece and one in their own region, in England, and give their populations. Give a more detailed description of the features of these settlements, including landmarks. HA – Name and locate (using a sketch map) a settlement in the South Aegean, Greece and one in their own region, in England, and give their populations. Give a detailed description of the features of these settlements, including landmarks and other features that may attract visitors.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 10 – How is the land used in the South Aegean, Greece, what is the economic activity and how do they compare to my region?	LA – Name and categorise the main land use types in the South Aegean, Greece and their region in England. Name three key economic activities in the South Aegean. MA – Name and categorise the main land use types in the South Aegean, Greece and their region in England. Make comparisons between the two regions. Begin to understand how the tectonic movement has influenced economic activity in the South Aegean. HA – Name and categorise the main land use types in the South Aegean, Greece and their region in England. Make comparisons between the two regions, giving reasons for the differences. Explain how the tectonic movement has influenced economic activity in the South Aegean.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country.	
Lesson 11 – What are the similarities and differences between my region and the South Aegean, Greece?	LA – Give information about the key geographical features of my region and show an understanding that other areas in the world are different. MA – Give information about the key geographical features of my region and those of the South Aegean, explaining some similarities and differences. HA – I can identify key geographical features of my region. I understand that there are similarities and differences in geographical features between my region and other European regions.	Pupils should be taught to 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.	
Unit	Objective	NC Link	Key Vocabulary
Year 4 Localities			
Lesson 1 – Where is my locality?	LA – Locate my locality on a map and describe its location. MA – Locate my locality on a map and describe its location. Locate and describe other human features and mark them on the map. HA – Locate my locality on a map and describe its location. Locate and describe other human features and mark them on the map. Locate and describe other physical features and mark them on a map.	Pupils should be taught to use maps, atlases and digital/computer mapping to locate settlements and describe geographical features studied.	aerial view, amenity, annotation, cardinal directions, commercial, compass, coordinates, grid code, grid reference, industrial, key, land use, map symbols, National Grid, open space, Ordnance Survey, Ordnance Survey map, recreational, residential, scale, sketch map, transport, urban, visitor/tourist attraction



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 2 – How is the land used in my locality?	LA – Identify an example of different land use on a map of my locality, using a key. MA – Identify an example of different land use on a map of my locality, using a key and locate them using 4-figure grid references. HA – Identify examples of different land use on a map of my locality, using a key and locate them using 4-figure grid references.	Pupils should be taught to understand and describe human geography, including types of settlement and land use.	
Lesson 3 – What are the geographical features of my locality?	LA – Identify and locate given geographical features on a map of my locality with support. MA – Identify and locate given human geographical features on a map of my locality. HA – Identify and locate given human geographical features on a map of my locality. Justify the answers using the map key.	Pupils should be taught to understand and describe human geography. Pupils should be taught to use the eight points of a compass, four-figure grid references, symbols and key, to build their knowledge of their nearest large settlement.	
Lesson 4 – Can I draw a sketch map of my locality?	LA – Understand the features of a sketch map are different to those of an Ordnance Survey map. Draw features onto a sketch map, using symbols, pictures and a key. Plan a simple route between features. MA – Name the key features of a sketch map. Draw features onto a sketch map, including roads, buildings, symbols, pictures and a key. Plan a route between features. HA – Name the similarities and differences between a sketch map and an Ordnance Survey map. Draw a sketch map, including roads, buildings, symbols, pictures and a key. Plan a route between features. Give directions using directions and place names.	Pupils should be taught to use digital maps (Digimap for Schools) to observe, record and present the human and physical features in the local settlement using a sketch map.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 4 What are coasts and how does erosion affect them? (Geography in Focus)			
Lesson 1 – What are coasts?	LA – Fill in the missing words to give a simple definition of a coast, and a short explanation of why coastal features vary. MA – Give a definition of a coast. Fill in missing words to give a detailed explanation of why coastal features vary. HA – Give a definition of a coast. Write an unaided explanation of why coastal feature vary.	Pupils should be taught to identify physical characteristics and key topographical features.	arch, bay, beach, beach nourishment, di stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront
Lesson 2 – How are coasts changing?	LA – With support, show an understanding of how coastal features are formed. MA – Show an understanding of how coastal features are formed. HA – Explain how coastal features are formed	Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to identify physical characteristics and key topographical features and understand how some of these aspects have changed over time.	
Lesson 3 – What can be done to protect coasts?	LA – To identify coastal defences. To match coastal defences to their purpose. MA – To identify coastal defences. To describe coastal defences. HA – To identify coastal defences. To justify which coastal defences might be appropriate.	Pupils should be taught to describe and understand key aspects of human geography. Pupils should be taught to identify human characteristics and key topographical features and understand how some of these aspects have changed over time.	
Lesson 4 – How does coastal erosion affect people?	LA – To identify that coastal erosion affects people. MA – To understand how coastal erosion affects people. HA – To understand how coastal erosion affects people. To make a balanced argument for and against coastal protection.	Pupils should be taught to identify physical and human characteristics and key topographical features and understand how some of these aspects have changed over time.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 4 Weather and Climate (fieldwork)			
Lesson 1 – What is the difference between weather and climate?	LA – With support, children to describe the weather and climate and name the climate zones. Children to be able to explain why predicting weather is important. MA – Children to define weather and climate and their differences. Children to name and locate the climate zones. Children to explain why the equator is hot. Children to be able to explain why predicting weather is important. HA – Children to define weather and climate and their differences. Children to name and locate the climate zones and some countries that can be found in each one. Children to explain why the equator is hot. Children are to be able to explain why predicting weather is important and give an example.	Pupils should be taught to describe and understand key aspects of physical geography, climate zones.	atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather, analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane
Lesson 2 – How can we collect weather data?	LA – With support, children demonstrate how the weather is measured. MA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature across a week. HA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature across a week. Children are to make decisions about the type of data they will collect.	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.	
Lesson 3 – How can we collect and record weather data?	LA – With support, children can make predictions based on average climates. Children are to read the instruments and record their findings. MA – Children are to make predictions based on average climates. Children are to read the instruments and record their findings. HA – Children are to make predictions based on average climates and other relevant information and explain their reasoning clearly. Children are to read instruments and record their findings, suggesting ways to ensure accurate measurements and recordings.	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 4 – How can we present weather data?	HA – With support, present their fieldwork data on a pre-prepared table, pictogram, bar charts and line graphs. HA – Children present their fieldwork data on tables, pictograms, bar charts and line graphs. They label the charts correctly, including titles and a key. HA – The children are to present their fieldwork data on a table, pictogram, bar charts, and line graphs. They label the charts correctly and create a key using their own symbols. They also suggest alternative ways to present data.	Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	
Lesson 5 – How can we analyse our weather data and evaluate our fieldwork?	LA – The children are to present their fieldwork data on a table, pictogram, bar charts, and line graphs. They label the charts correctly and create a key using their own symbols. They also suggest alternative ways to present data. MA – To be able to interpret and analyse their fieldwork data. To compare different data sets to make connections. To be able to evaluate their fieldwork and suggest some improvements. Be able to comment on whether the weather was expected or unexpected according to their original prediction. HA – To interpret and analyse their fieldwork data. To compare different data sets to make connections and observe trends to make predictions. To evaluate their fieldwork and suggest improvements. Be able to comment on whether the weather was expected or unexpected according to their original prediction and explain their response.	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 5 My Region and the Western United States			
Lesson 1 – What are the key geographical features of the UK and the ***** region?	LA – Identify some key geographical features found in the UK and my region. MA – Identify and show the location of some key geographical features found in the UK and my region. HA – Identify and show the location of key geographical features and landmarks in the UK and my region.	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather industry, economy, river, erosion, climate zone, state, tectonics, population, rural, urban
Lesson 2 – Where is the USA?	LA – I can identify the cities in the USA from given coordinates. I can work out the time in the different time zones in the USA. MA – I can give coordinates of the squares containing given cities in the USA. I can work out the time in different states in the USA. HA – I can estimate exact coordinates of given cities in the USA. I can work out the time in different cities around the world.	Pupils should be taught to identify the prime/Greenwich meridian and time zones. Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.	
Lesson 3 – What is the USA?	LA – To name the four regions of the USA. To name some states of the USA. To recall some physical and human geographical features of a region in the USA. MA – To name the four regions of the USA. To name a few states within each region. To recall some physical and human geographical features of a region in the USA. HA – To name the four regions of the USA. To name a few states within each region and all the states of a chosen region. To recall some physical and human geographical features of a region in the USA.	Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 4 – What is the main economic activity of the states in the Western United States?	LA – To explain the main economic activity in some states in the Western United States. MA – To explain the main economic activity in different states in the Western United States and give specific examples. To begin to make comparisons between the economic activity of different states. HA – To explain the main economic activity in different states in the Western United States and give specific examples. To compare the economic activity of different states in the Western United States.	Pupils should be taught to describe and understand key aspects of human geography, including economic activity.	
Lesson 5 – What is the water cycle?	LA – Begin to identify the stages of the water cycle. Begin to identify whether a process is an evaporation or condensation. Begin to discuss some of the pros and cons of precipitation. Begin to list some ways in which the water cycle affects us. MA – Be able to identify the stages of the water cycle and explain what they are. Be able to identify whether a process is an evaporation or condensation and explain how we know. Be able to discuss some of the pros and cons of precipitation. Be able to list most of the ways in which the water cycle affects us. HA – Be able to accurately and confidently identify the stages of the water cycle and explain what they are. Be able to accurately and confidently identify whether a process is evaporation or condensation and explain how we know by explaining both of these processes. Be able to accurately and confidently discuss precipitation's pros and cons. Be able to accurately and confidently list all the ways the water cycle affects us.	Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	



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Lesson 6 – What are rivers?	LA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. MA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. HA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. To understand why rivers are important to people and how they are used.	Pupils should be taught to describe and understand key aspects of physical geography, including rivers.	
Lesson 7 – What are mountains?	LA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. MA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. HA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. To demonstrate an understanding of the climate and the part mountains play in the water cycle.	Pupils should be taught to describe and understand key aspects of physical geography, including mountains.	
Lesson 8 – What are the biomes and climate zones of the Western United States?	LA – Begin to list some of the states of the Western United States and the divisions within it. Begin to explain some of the climate zones and their conditions. Begin to explain some of the biomes and their wildlife. MA – Be able to list most of the states of the Western United States and the divisions within it. Be able to explain most of the climate zones and their conditions. Be able to explain most of the biomes and their wildlife. HA – Be able to accurately and confidently list all of the states of the Western United States and the divisions within it. Be able to accurately and confidently explain the climate zones and their conditions. Be able to accurately and confidently explain the biomes and their wildlife	Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 9 – What are the vegetation belts of the Western United States?	LA – Begin to explain what a vegetation belt is. Begin to explain some of the vegetation belts of the Western United States and their vegetation. Begin to understand what we can learn from vegetation belts. MA – Be able to explain what a vegetation belt is. Be able to explain most of the vegetation belts of the Western United States and their vegetation. Be able to explain what we can learn from vegetation belts. HA – Be able to explain what a vegetation belt is. Be able to confidently explain all of the vegetation belts of the Western United States and their vegetation. Be able to explain what we can learn from vegetation belts confidently.	Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.	
Lesson 10 – What are the volcanoes and earthquake zones of the Western USA?	LA – Begin to explain the formation of volcanoes and some of their locations in the Western United States. Begin to explain what earthquake zones are and some of their locations in the Western United States. Begin to understand how we can use the locations of volcanoes and earthquake zones for the future of our planet. MA – Be able to explain the formation of volcanoes and most of their locations in the Western United States. Be able to explain what earthquake zones are and most of their locations in the Western United States. Be able to explain how we can use the locations of volcanoes and earthquake zones for the future of our planet. HA – Be able to confidently explain the formation of volcanoes and all their locations in the Western United States. Be able to confidently explain what earthquake zones are and all their locations in the Western United States. Be able to confidently explain how we can use the locations of volcanoes and earthquake zones for the future of our planet.	Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes and earthquakes.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 11 – What are the key settlements in the Western United States and how do they compare to my region?	LA – Locate and identify key settlements in the Western United States. MA – Locate and identify key settlements in the Western United States, showing an understanding of the difference between capital cities and other large cities. HA – Locate and identify key settlements in the Western United States, showing an understanding of location and proximity to other countries in North America.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North America.	
Lesson 12 – What are the similarities and differences between my region and the Western United States?	LA – Use simple data to present information about my region's chosen geographical features and a state in the Western United States and explain some similarities and differences. MA – Use data to present information about various geographical features of my region and some states in the Western United States and explain similarities and differences. HA – Use a wide range of data to present information about various geographical features of my region and some states in the Western United States, explaining key similarities and differences and giving reasons for these.	Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.	
Unit	Objective	NC Link	Key Vocabulary
Year 5 My Region and the North Region of Brazil (alternative)			
Lesson 1 – What are the key features of the UK and my region? (recap)	LA – Identify some key geographical features found in the UK and my region. MA – Identify and show the location of some key geographical features found in the UK and my region. HA – Identify and show the location of key geographical features and landmarks in the UK and my region.	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 2 – Where is Brazil?	LA – I can identify the cities in Brazil from given coordinates. I can work out the time in the different time zones in Brazil. MA – I can give coordinates of the squares containing given cities in Brazil. I can work out the time in different states in Brazil. HA – I can estimate exact coordinates of given cities in Brazil. I can work out the time in different cities around the world.	Pupils should be taught to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Pupils should be taught to identify the prime/Greenwich meridian and time zones (including day and night).	
Lesson 3 – What are the geographical features of Brazil? (Regions, states, cities, landmarks, biomes)	LA – To name the five regions of Brazil. To name some states of Brazil. To recall some physical and human geographical features of a region in Brazil. MA – To name the five regions of Brazil. To name a few states within each region. To recall some physical and human geographical features of a region in Brazil. HA – To name the five regions of Brazil. To name a few states within each region and a chosen region's states. To recall some physical and human geographical features of a region in Brazil.	Pupils should be taught to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Cancer, tropic of Capricorn, variation, vegetation belt, valley, village, water cycle, weather
Lesson 4 – What is the main economic activity of the North Region of Brazil?	LA – To explain the main economic activity in some states in the North Region of Brazil. MA – To explain the main economic activity in different states in the North Region of Brazil and give specific examples. To begin to make comparisons between the economic activity of different states. HA – To explain the main economic activity in different states in the North Region of Brazil and give specific examples. To compare the economic activity of different states in Brazil's North Region.	Pupils should be taught to describe and understand key aspects of human geography, including economic activity.	industry, economy, river, erosion, climate zone, state, tectonics, population, rural, urban



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 5 – What is the water cycle?	LA – Begin to identify the stages of the water cycle. Begin to identify whether a process is an evaporation or condensation. Begin to discuss some of the pros and cons of precipitation. Begin to list some ways in which the water cycle affects us. MA – Be able to identify the stages of the water cycle and explain what they are. Be able to identify whether a process is an evaporation or condensation and explain how we know. Be able to discuss some of the pros and cons of precipitation. Be able to list most of the ways in which the water cycle affects us. HA – Be able to accurately and confidently identify the stages of the water cycle and explain what they are. Be able to accurately and confidently identify whether a process is evaporation or condensation and explain how we know by explaining both of these processes. Be able to accurately and confidently discuss precipitation's pros and cons. Be able to accurately and confidently list all the ways the water cycle affects us.	Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	
Lesson 6 – What are rivers? (including comparison case study in the North Region of Brazil and the local region)	LA – To explain what a river is. To know the physical features of a river. To compare a river in the North Region of Brazil to a river in their region. MA – To explain what a river is. To know the physical features of a river. To compare a river in the North Region of Brazil to a river in their region. HA – To explain what a river is. To know the physical features of a river. To compare a river in the North Region of Brazil to a river in their region. To understand why rivers are important to people and how they are used.	Pupils should be taught to describe and understand key aspects of physical geography, including rivers.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 7 – What are mountains? (including comparison case study in the North Region of Brazil and the local region.)	LA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the North Region of Brazil to a mountain in their region. MA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the North Region of Brazil to a mountain in their region. HA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the North Region of Brazil to a mountain in their region. To demonstrate an understanding of the climate and the part mountains play in the water cycle.	Pupils should be taught to describe and understand key aspects of physical geography, including mountains.	
Lesson 8 – What are the biomes and climate zones of the North Region of Brazil?	LA – Begin to list some of the states of the North Region of Brazil. Begin to explain some of the climate zones and their conditions. Begin to explain some of the biomes and their wildlife. MA – Be able to list most of the states of the North Region of Brazil. Be able to explain most of the climate zones and their conditions. Be able to explain the biomes and their wildlife. HA – Be able to accurately and confidently list all the states of the North Region of Brazil. Be able to accurately and confidently explain the climate zones and their conditions. Be able to accurately and confidently explain the biomes and their wildlife.	Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.	
Lesson 9 – What are the vegetation belts of the North Region of Brazil?	LA – Begin to explain what a vegetation belt is. Begin to explain some of the vegetation belts of the North Region of Brazil and their vegetation. Begin to understand what we can learn from vegetation belts. MA – Be able to explain what a vegetation belt is. Be able to explain most of the vegetation belts of the North Region of Brazil and their vegetation. Be able to explain what we can learn from vegetation belts. HA – Be able to explain what a vegetation belt is. Be able to confidently explain all of the vegetation belts of the North Region of Brazil and their vegetation. Be able to explain what we can learn from vegetation belts confidently.	Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 10 – What are the key settlements in the North Region of Brazil, and how do they compare to my region?	LA – Locate and identify key settlements in the North Region of Brazil. MA – Locate and identify key settlements in the North Region of Brazil, showing an understanding of the difference between capital cities and other large cities. HA – Locate and identify key settlements in the North Region of Brazil, showing an understanding of location and proximity to other countries in North America.	Pupils should be taught to understand geographical similarities and differences by studying the human geography of a region in the United Kingdom and South America.	
Lesson 11 – What are the similarities and differences between my region and the North Region of Brazil?	LA – Use simple data to present information about my region's chosen geographical features and a state in the North Region of Brazil and explain some similarities and differences. MA – Use data to present information about various geographical features of my region and some states in the North Region of Brazil and explain similarities and differences. HA – Use a wide range of data to present information about various geographical features of my region and some states in the North Region of Brazil, explaining key similarities and differences and giving reasons for these.	Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a region of the United Kingdom and a region in South America.	
Unit	Objective	NC Link	Key Vocabulary
Year 5 Biomes and Ecosystems (fieldwork)			
Lesson 1 – What biomes and ecosystems are found in the UK?	LA – I can name and describe ecosystems found in the UK. MA – I can name and describe the geography of the UK, including the biome, ecosystems and vegetation belt. HA – I can name and describe the geography of the UK, including the biome, ecosystems and vegetation belt using geographical language.	Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Pupils should be taught to describe and understand key aspects of physical geography, including: biomes and vegetation belts.	analyse, biome, classify, climate, compass, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 2 – What can I learn about ecosystems by studying the New Forest?	LA – I can name some of the ecosystems that can be found in the New Forest. I can name and describe animals native to the New Forest. MA – I can name many of the ecosystems that can be found in the New Forest. I can name and describe mammals, birds, reptiles, amphibians, fish and invertebrates native to the New Forest. HA – I can name most of the ecosystems that can be found in the New Forest and suggest some animals that could be found in several of them. I can name and describe mammals, birds, reptiles, amphibians, fish and invertebrates native to the New Forest.	Pupils should be taught to describe and understand key aspects of physical geography, including biomes.	
Lesson 3 – How can I use six-figure grid references?	LA – I can use compass directions.. I can use six-figure grid references with some support. MA – I can use compass directions. I can use six-figure grid references. HA – I can use compass directions. I can use six-figure grid references confidently. I can interpret maps which use six-figure grid references.	Pupils should be taught to use the eight points of a compass, four and six-figure grid references symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Lesson 4 – What data can I collect from my local woodland ecosystem?	LA – I can observe, measure and record when conducting fieldwork with support. MA – I can name the types of data collection. I can independently observe, measure and record when conducting fieldwork. HA – I can name the types of data collection. I can independently observe, measure and record when conducting fieldwork. I can create an accurate map of the area being studied.	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.	
Lesson 5 – How can I present the data collected from my local ecosystem?	LA – I can create a bar chart and pictogram from my data with some support. I can make some suggestions of what I learnt from my fieldwork. MA – I can create a bar chart and pictogram from my data. I can analyse my data and state what I learnt. I can make some evaluation points about my fieldwork. HA – I can create a bar chart and pictogram from my data. I can analyse my data and state what I learnt. I can make some evaluation points about my fieldwork. I can create a presentation displaying my data.	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs, and digital technologies.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 5 Rivers (fieldwork)			
Lesson 1 – What are rivers, and how are they formed?	LA – Begin to explain what rivers are. Begin to explain the process of the formation of rivers. MA – Be able to explain what rivers are. Be able to explain the process of the formation of rivers. HA – Be able to confidently explain what rivers are. Be able to confidently explain the process of the formation of rivers.	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers.	analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley
Lesson 2 – What can I learn about the River Trent?	LA – Locate the River Trent on a map. With support, use photographs to identify and label physical features of the River Trent's upper, middle and lower course. MA – Locate the River Trent on a map. Use photographs to identify and label physical features of the River Trent's upper, middle and lower course. HA – Locate the River Trent on a map. Use photographs to identify and label physical features of the River Trent's upper, middle and lower course. Explain how the land's topography creates the physical features typical of each of the three river courses.	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.	
Lesson 3 – How can I collect data from a local river in the ***** Region?	LA – I can explain what fieldwork is. I can observe, measure and record when conducting fieldwork with support. MA – I can explain what fieldwork is and what I will carry out. I can independently observe, measure and record when conducting fieldwork.	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.	



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Lesson 4 – How can I analyse and present data collected from fieldwork?	LA – I can explain what analysing, presenting and evaluating are. I can present my data with some support. I can notice some simple patterns in my data. MA – I can explain what analysing, presenting and evaluating are. I can independently present my data and draw conclusions from my data. HA – I can explain what analysing, presenting and evaluating are. I can independently present my data. I can conclude my data and suggest some meaningful evaluations of my fieldwork.	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.	
Unit	Objective	NC Link	Key Vocabulary
Year 6 The Economic Activity of the UK			
Lesson 1 – What are the key geographical features of the UK?	LA – Give examples of some of the key geographical features of the UK. MA – Give examples of and show the location of some of the UK's key geographical features and landmarks. HA – Give examples of, show the location of and describe some of the key geographical features and landmarks of the UK.	Pupils should be taught to name and locate countries, cities and geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	
Lesson 2 – What are the main sectors of the UK economy?	LA – Be able to name the 3 sectors of the UK economy. Be able to give an example of a job from each sector. Be able to explain what the economy is. Be able to name and describe the 3 sectors of the UK economy. Be able to give several examples of jobs from each sector. MA – Be able to explain what the economy is. Be able to name and describe the 3 sectors of the UK economy. Be able to give several examples of jobs from each sector. HA – Be able to explain what the economy and tax are. Be able to name and describe the 3 sectors of the UK economy. Be able to give several examples of jobs from each sector. Be able to explain types of industry in different areas of the UK.	Pupils should be taught to describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources.	agriculture, artificial intelligence, automation, capture, chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, reuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, sustainable, source, tax, topography, urban, virtual water, waste



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Lesson 3 – How sustainable is agriculture in the UK?	LA – Be able to explain what agriculture is. Be able to explain what a mega-farm is. Begin to explain the positives and negatives of mega-farms. MA – Be able to explain what agriculture is. Be able to explain what a mega-farm is and the positives and negatives of their use. Begin to explain the sustainability of mega-farms. HA – Be able to explain what agriculture is and what it is like in the UK. Be able to explain what a mega-farm is and the positives and negatives of their use. Be able to explain the sustainability of mega-farms.	Pupils should be taught to describe and understand key aspects of human geography: land use, economic activity and the distribution of natural resources including food.	
Lesson 4 – How sustainable is energy generation in the UK?	LA – Be able to explain what energy is. Be able to explain what energy sources are. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution with some support. MA – Be able to explain what energy is and why we need it. Be able to explain what energy sources are and state if they are renewable or non-renewable. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution. HA – Be able to explain what energy is and why we need it. Be able to explain what energy sources are and state if they are renewable or non-renewable. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution. Be able to decide if they think energy generation in the UK is sustainable.	Pupils should be taught to describe and understand key aspects of human geography: economic activity and the distribution of natural resources including energy.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 5 – How sustainable is water production in the UK?	LA – Be able to explain why water is finite. Begin to explain how water is supplied and traded. Suggest how sustainable water use is in the UK. MA – Be able to explain the water cycle and why water is finite. Begin to explain how water is supplied and traded and list some countries that the UK trades with. Suggest how sustainable water use is in the UK. HA – Be able to explain the water cycle and why water is finite. Begin to explain how water is supplied and traded and list some countries that the UK trades with. Make reasoned suggestions about sustainable water use in the UK and give some ideas of how people can conserve water.	Pupils should be taught to describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources.	
Lesson 6 – How sustainable is the use of rare earth elements?	LA – Be able to explain what rare earth elements are and what they are used for. Be able to suggest how sustainable they think the use of rare earth elements is. MA – Be able to explain what rare earth elements are and what they are used for. Be able to give some consequences of mining for rare earth elements. Be able to suggest how sustainable they think the use of rare earth elements is. HA – Be able to explain what rare earth elements are and what they are used for. Be able to give consequences of mining for rare earth elements. Be able to explain where rare earth elements come from and how limits on their exports could affect the production of items. Be able to suggest how sustainable they think the use of rare earth elements is.	Pupils should be taught to describe and understand key aspects of human geography: economic activity and the distribution of natural resources including minerals.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 7 – How does automation affect economic activity in the UK?	LA – Be able to explain what automation and AI are. Be able to give some benefits and consequences of automation and AI. MA – Be able to explain what automation and AI are. Be able to give benefits and consequences of automation and AI. Be able to explain the potential impacts of automation and AI on the UK economy. HA – Be able to explain what automation and AI are and give examples of how they can both be used in the workplace. Be able to give the benefits and consequences of using automation and AI in the workplace. Be able to explain the potential impact of automation and AI on the UK economy.	Pupils should be taught to describe and understand key aspects of human geography, including economic activity.	
Lesson 8 – How sustainable is waste management in the UK?	LA – Be able to explain what waste is. Be able to suggest ways we can manage waste sustainably. MA – Be able to explain what waste is and give examples of different types. Be able to explain the hierarchy of waste management in the UK. Be able to suggest ways we can manage waste more sustainably. HA – Be able to explain what waste is and give examples of different types of household waste. Be able to explain the hierarchy of waste management in the UK. Be able to suggest ways we can manage waste more sustainably. Be able to explain the impact of landfill.	Pupils should be taught to describe and understand key aspects of human geography.	
Lesson 9 – How sustainable is the economic activity of the UK?	LA – Be able to explain how sustainable different economic activities in the UK are. MA – Be able to explain how sustainable different economic activities in the UK are, giving different examples. HA – Be able to explain how sustainable different economic activities in the UK are, giving different examples. To make suggestions on how the UK can be more sustainable.	Pupils should be taught to describe and understand key aspects of human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Unit	Objective	NC Link	Key Vocabulary
Year 6 Sustainability (fieldwork)			
Lesson 1 – What is plastic waste?	LA – Begin to understand what plastic is and its history. Begin to understand the uses of plastic. Begin to understand the problems that plastic creates. MA – Be able to understand what plastic is and its history. Be able to understand the uses of plastic. Be able to understand the problems that plastic creates. HA – Be able to confidently understand what plastic is and its history. Be able to confidently understand the uses of plastic. Be able to confidently understand the problems that plastic creates.	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic
Lesson 2 – What can our school do to reduce plastic waste?	LA – Begin to explain ways we can reduce plastic at home and school. Begin to understand the 5 Rs. MA – Be able to explain ways we can reduce plastic at home and school. Be able to understand the 5 Rs. Be able to explain how plastic is recycled and reused. HA – Be able to confidently explain ways we can reduce plastic at home and school. Be able to confidently understand the 5 Rs. Be able to confidently explain how plastic is recycled and reused.	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Lesson 3 – How can we plan and carry out effective ways to reduce plastic waste in school?	LA – Begin to plan effective ways to reduce plastic waste in school. Begin to carry out effective ways to reduce plastic waste in school. MA – Be able to plan effective ways to reduce plastic waste in school. Be able to carry out effective ways to reduce plastic waste in school. HA – Be able to confidently plan effective ways to reduce plastic waste in school. Be able to confidently carry out effective ways to reduce plastic waste in school and suggest some further ways.	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 4 – How can we record and evaluate effective ways to reduce plastic waste in school?	LA – Begin to record effective ways to reduce plastic waste in school. Begin to evaluate effective ways to reduce plastic waste in school. MA – Be able to record effective ways to reduce plastic waste in school. Be able to evaluate effective ways to reduce plastic waste in school. Be able to explain future solutions for reducing plastic waste. HA – Be able to confidently record effective ways to reduce plastic waste in school. Be able to confidently evaluate effective ways to reduce plastic waste in school. Be able to confidently explain future solutions for reducing plastic waste.	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.	
Unit	Objective	NC Link	Key Vocabulary
Year 6 Digimap Localities			
Lesson 1 – How can I use grid references to locate key geographical features of my locality?	LA – To use four and six-figure grid references to describe and locate key geographical features. I can use a key and map symbols to identify key geographical features. MA – To use four and six-figure grid references to locate key geographical features. To understand the difference between four and six-figure grid references. I can use a key and map symbols to identify key geographical features. HA – To use four and six-figure grid references to describe and locate key geographical features. To understand the difference between four and six-figure grid references. I can use a key and map symbols to identify key geographical features.	Pupils should be taught to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.	abstract geographical features, artificial geographical features, brownfield, annotation, cardinal directions, commercial, compass, coordinates, grid code, grid reference, industrial, infrastructure, key, land use, map symbols, National Grid, natural geographical features, open space, Ordnance Survey, Ordnance Survey map, recreational, residential, scale, transport, urban, visitor/tourist attraction,
Lesson 2 – How can I measure the distance between local physical and human geographical features?	LA – To understand what scale is. To locate and measure distances between key geographical features. MA – To understand what scale is. To locate and measure distances between key geographical features. HA – To understand why scale is helpful. To understand how to use scale. To locate and measure distances between key geographical features.	Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use the eight points of a compass to build their knowledge of the United Kingdom.	



Grammarsaurus Geography Unit Coverage and National Curriculum Links



Lesson 3 – How has my locality changed over time?	LA – To understand how places change over time. To use Digimap for Schools to explore historical maps and compare them to modern maps. MA – To use Digimap for Schools to explore historical maps and compare them to modern maps. To understand that human processes impact places. HA – To use Digimap for Schools to explore historical maps and compare them to modern maps. To understand that human processes impact places and land use. To interpret changes in maps according to human context.	Pupils should be taught to describe land-use patterns; and understand how some of these aspects have changed over time.	
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