



Amherst School – Geography Curriculum

Intent

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We aim to provide children with the opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge and vocabulary.

Vocabulary Key: Year 3, Year 4, Year 5, Year 6. Underlined = minimum expectation for children’s retrieval.

Year 3 – Local Area

Key vocabulary		Suggested trips or workshops
<u>Continents</u> <u>Countries</u> <u>Counties</u> <u>Scotland</u> <u>Wales</u> <u>England</u> <u>Northern Ireland</u> Survey Population Village Town	<u>London</u> <u>Kent</u> <u>Riverhead</u> Belfast Cardiff Edinburgh Union Flag Compass Data Atlas Key	Local walks Visitor to discuss changes in Riverhead
Prior knowledge and skills <ul style="list-style-type: none"> • Continents of the world • Comparing different cultures • Aerial views of the school • Basic understanding of climate change 		
Key questions <ol style="list-style-type: none"> 1. Where is Riverhead? 2. What are the key geographical features of this area? 3. What impact do humans have on the local area? 4. How has Riverhead changed over time? 		
1	Learning objective	I can name continents of the world
	Knowledge	Names and location of continents of the world There are 7 continents – Europe, Antarctica, North America, South America, Asia, Australasia, Africa An atlas is used to study the world We live in Europe

	Skills	Using an atlas to identify the continents (appropriate page provided)
	Suggested activities	Jigsaw of the world map Matching silhouettes Matching names of continents with locations
2	Learning objective	I can name countries of the UK
	Knowledge	UK is made up of 4 countries Capital cities of UK countries How the Union Flag was formed Location of countries within UK
	Skills	Locate and name countries on a map
	Suggested activities	Match the flag to the country Label countries in UK Retell story of Union Flag Using iPads to zoom in to find UK as part of continents and countries
3	Learning objective	I can identify key features of the county of Kent
	Knowledge	The UK is split into counties Riverhead is in Kent Key features of Kent
	Skills	Using compass points to describe comparative locations Comparing the differences between Kent (e.g. castles, coastline, links to London and Europe, 'Garden of England')
	Suggested activities	Jigsaw of counties Tourism video about Kent Make a poster/leaflet about Kent
4	Learning objective	I can compare a town and village
	Knowledge	What is a town? What is a village? How do they compare? Riverhead is a village compared to Sevenoaks a town Where is Sevenoaks and Riverhead within Kent?
	Skills	Comparing locations
	Suggested activities	Sorting photos of towns and villages Sorting descriptions of towns and villages
5	Learning objective	I can identify key features of Riverhead using map symbols
	Knowledge	Meaning of basic map symbols (road, water, trees, church, school, parking) Use of OS maps
	Skills	Reading an OS map Interpreting OS map of a known location
	Suggested activities	Annotating OS map of Riverhead with key features Walk around Riverhead locating key features from map Use google street view to explore Riverhead Design their own map symbols
6 & 7	Learning objective	I can create a map of the local area
	Knowledge	Key features of Riverhead Riverhead boundaries
	Skills	Using OS map symbols appropriately
	Suggested activities	Create 3D maps in groups using different resources (eg. Lego) Create an online map
8	Learning objective	I can explain how Riverhead has changed over time

	Knowledge	What changes have happened in Riverhead? What impact has human population growth had in Riverhead?
	Skills	Making predictions about what Riverhead would have been like in the past Using evidence to form an opinion
	Suggested activities	Visitor to discuss how Riverhead has changed over their lifetime Make predictions about how they would expect Riverhead to have been different Using photos to analyse predictions
9 & 10	Learning objective	I can collect data relating to traffic in Riverhead
	Knowledge	Local traffic issues and possible solutions Impact of population growth on traffic levels How have traffic levels changed over time?
	Skills	Collecting and comparing data relating to human impact (cross-curricular – maths)
	Suggested activities	Traffic survey – compare collected data to data from 10 years ago – how has it changed? Debate about best solutions for traffic problems Write a letter to the council

Year 3 - Rivers

Key vocabulary		Suggested trips or workshops Horton Kirby to visit River Darent Visit different points on River Darent
<u>Source</u> Tributary <u>Mouth</u> Precipitation <u>Riverbank</u> <u>Meander</u> Pollution <u>River Darent</u>	Confluence Oxbow Lake <u>Riverbed</u> Current <u>Flooding</u> Depth Flowrate Kent Data	
Prior knowledge and skills		
<ul style="list-style-type: none"> OS map symbols Location of Riverhead and local area 		
Key questions		
<ol style="list-style-type: none"> How and where are rivers formed? What are the key features of a river? How do humans impact rivers? How does the River Darent compare to other rivers? 		
1	Learning objective	I can explain how a river is formed
	Knowledge	The start of the river is called the source and it flows to the mouth after precipitation falls. Rivers flow down from high ground to the sea. Rivers meander due to erosion.
	Skills	Applying observations to form knowledge
	Suggested activities	Children create their own 'hill' and slowly increase the volume of water poured on top to observe the water travelling downhill, forming channels which are not straight. (practical activity completed at Horton Kirby) Children explain formation of rivers as part of a cloze procedure and draw diagram.
2	Learning objective	I can identify the main features of a river
	Knowledge	Key features: mouth, source, tributary, meander, confluence, riverbank, riverbed, oxbow lake, current
	Skills	Applying knowledge to a diagram

		Identify and name the features of a river system and journey from source to mouth.
	Suggested activities	Matching definitions to key features and labelling diagram. Visit a river to identify key features.
3 & 4	Learning objective	I can locate, research and present information about world rivers
	Knowledge	Name and location of some famous world rivers Key features of world rivers
	Skills	Use an atlas to locate world rivers Research to find key facts about the world river e.g. location, length, key uses
	Suggested activities	Children work in groups to research a famous world river ready to present to the class. Children required to record 3 key facts about each river from presentations. Listening and interpreting presentations
5	Learning objective	I can locate UK rivers
	Knowledge	Use an atlas to locate the longest rivers in the UK There are many rivers in the UK Many historic towns and cities are built around the river system due to transport and trading opportunities
	Skills	Use an atlas to gain understanding and apply to alternative diagram
	Suggested activities	Use an atlas to roughly draw the longest UK rivers onto a UK map. Label rivers on UK map. Match pictures of rivers to names Descriptive game to locate UK rivers using compass points Online rivers quiz Ordering rivers longest to shortest
6	Learning objective	I can explore the journey of my local river
	Knowledge	The river most local to us is the River Darent. It runs from high ground near Sevenoaks and joins the Thames Estuary. The River Darent flows through Sevenoaks and passes to Horton Kirby (link to trip). The River Darent flows South to North from the North Downs.
	Skills	Identifying place names on a map to order the journey of the river.
	Suggested activities	Provide children with photos of the River Darent in different locations for them to order from source to mouth.
7	Learning objective	I can explain impacts of flooding
	Knowledge	Dangers and impacts of flooding Damage caused by floodwater Dangers of entering floodwater Flooding in other parts of the world
	Skills	Interpreting information and applying to a fictitious context
	Suggested activities	News report about dangers and impact of flooding. Flowchart of impacts.
8	Learning objective	I can explain human impacts on rivers
	Knowledge	How do humans impact rivers? (e.g. over-farming, rubbish, pollution, fishing, urbanisation, deforestation)
	Skills	Comparing impacts depending on location.
	Suggested activities	Children create an information poster about looking after rivers. Application task to link impacts to different rivers studied.
9	Learning objective	I can form conclusions based on evidence (Note – this lesson is based on the Horton Kirby Trip)

	Knowledge	Flowrate differs based on depth of river. Meanders can impact river depth.
	Skills	Use fieldwork to observe and record the flowrate of the River Darent (results recorded during Horton Kirby trip). Form conclusions based on results.
	Suggested activities	Discuss impacts of river depth on flowrate. Create class conclusion to stick in books following discussion.

Year 4 - Mountains

Key vocabulary		Suggested trips or workshops
<u>Tectonic plates</u>	<u>Mount Everest</u>	Bushcraft Skills
<u>Mountain range</u>	<u>Summit</u>	Climbing
Crust	<u>Valley</u>	Orienteering
Mantle	Face	
Core	Tree line	
Plateau	Outcrop	
Fold	<u>Base</u>	
Volcanic	Ridge	
Dome	Snow line	
Fault-Block	Slope	
Altitude	Peak	
Prior knowledge and skills		
<ul style="list-style-type: none"> • The source of rivers is on high ground – often mountains • Finding information in an atlas from a given page • Identify OS map symbols • Four cardinal compass points • Continents of the world and countries in UK 		
Key questions		
<ol style="list-style-type: none"> 1. Where are the key mountain ranges of the world? 2. How are mountains formed? 3. How does tourism affect mountain regions? 4. How do UK mountains compare to famous mountains around the world? 		
1	Learning objective	I can explain how mountains are formed
	Knowledge	The world is made up of 4 layers. The crust is split into tectonic plates. The different ways tectonic plates move form mountains in different ways.
	Skills	Using correct geographical terms to describe the formation of mountains.
	Suggested activities	Children create actions to remember the 5 ways mountains are formed. Cloze procedure to describe how each type is formed. Show children photos of mountains and they have to identify which type of mountain they are.
2	Learning objective	I can identify the key features of mountains
	Knowledge	Definitions of key features of mountains. How key features present in a variety of different mountains.
	Skills	Correct use of geographical terms to describe features of mountains.
	Suggested activities	Create a model of a mountain using play-doh and label key features. Label a diagram of a mountain range.
3	Learning objective	I can use the index of an atlas to locate places
	Knowledge	An index is a useful tool to locate places within an atlas.
	Skills	How to use the index of an atlas to locate places.
	Suggested activities	Find and locate places using an atlas to solve quiz questions. Atlas race to find locations.
4	Learning objective	I can locate mountain ranges around the world
	Knowledge	Different maps are created to show different information e.g. altitude. Location of key world mountain ranges in each continent.
	Skills	Using an atlas to locate key mountain ranges including grid references and index.

	Suggested activities	Children find the tallest mountain range in each continent and then locate 7 summits.
5	Learning objective	I can describe significant UK mountains
	Knowledge	Land height is shown on a map using contours. Ben Nevis, Snowdon, Scafell Pike, North Downs, South Downs, Lake District How do UK mountains compare to world mountains?
	Skills	Taking notes from a video to answer specific geographical questions.
	Suggested activities	Watch documentary and use different sources of evidence to find information about significant UK mountains. Find UK mountains in an atlas and label.
6	Learning objective	I can explain the effect of tourism on mountain ranges
	Knowledge	There are positive and negative impacts of tourism; these fit into three categories: economic, environmental and social.
	Skills	Sorting impacts into positive and negative. Identifying whether the impact is environmental, economic or social.
	Suggested activities	Children given list of impacts and they have to sort them into positive/negative and then environmental/economic/social. Debate about whether tourism is good for mountains.
7	Learning objective	I can compare mountainous environments
	Knowledge	How do mountain ranges around the world differ in terms of climate, flora and wildlife?
	Skills	Comparing and contrasting different mountain ranges.
	Suggested activities	Children choose a mountain range to describe and present information. Children describe key difference between two mountain ranges. Where am I? Children describe key information about a mountain range and class have to guess the location.
8	Learning objective	I can recognise and use an 8-point compass
	Knowledge	Compasses are used in mountain expeditions. A compass must be flat to work properly. A compass shows you which direction is North.
	Skills	Using the 8-point compass to describe and navigate between positions.
	Suggested activities	Navigate around the playground following compass instructions. Children create their own trail using compass. Follow instructions to complete worksheet using compass points.

Year 5 - Rainforest

Key vocabulary		Suggested trips or workshops
<u>Continents</u> <u>Countries</u> <u>Canopy</u> <u>Emergent</u> <u>Forest floor</u> <u>Understory</u> <u>Tropical</u> <u>Temperate</u> Endangered Ecosystem <u>Deforestation</u> Interdependence	<u>Equator</u> Biome Humid Biodiversity Monsoon Climate Indigenous Tropic of Cancer Tropic of Capricorn <u>Sustainability</u> Agriculture Urbanisation	Zoolab – rainforest animals Guest speaker to visit with first-hand experience of rainforest
Prior knowledge and skills <ul style="list-style-type: none"> There are seven continents each of which is made up of countries Understanding of climate change Using an atlas 		
Key questions <ol style="list-style-type: none"> Where in the world are rainforests found? What are the key features of each layer of the rainforest? How are humans impacting the rainforest? How do tropical and temperate rainforests compare? 		
1	Learning objective	I can recognise and discuss existing knowledge about rainforests using geographical vocabulary
	Knowledge	Child led prior knowledge Understanding of key geographical vocabulary for this topic
	Skills	Recognising the importance of using geographical vocabulary
	Suggested activities	Class discussion Gap analysis of existing knowledge of vocabulary Online quiz
2	Learning objective	I can identify and label the location of the world’s rainforests
	Knowledge	There are two types of rainforests: tropical and temperate. The Equator runs around the centre of the Earth. Most tropical rainforests are found between the Tropic of Cancer and Tropic of Capricorn.
	Skills	Comparing different maps to find information Using geographical vocabulary
	Suggested activities	Watch videos and take notes about rainforests Label tropical rainforests on a map
3	Learning objective	I can identify the key features of the different layers of the rainforest
	Knowledge	Rainforests are made up of four layers: forest floor, understory, canopy, emergent. Each layer has specific and unique characteristics.
	Skills	Applying understanding of different layers to identify characteristics.
	Suggested activities	Work in groups to match facts to the different rainforest layers. Watch videos to add extra information.
4	Learning objective	I can explain why certain animals live in different rainforest layers.
	Knowledge	Animals have specific characteristics which make them suited to living in different layers. How a sloth, jaguar, harpy eagle and red eyed tree frog are adapted to living in certain layers.

	Skills	Relating key characteristics of different animals to their function and how they enable the animal to survive.
	Suggested activities	Sort pictures of animals into the different layers in which they live. Label key characteristics of animals. Produce an information booklet about how animals are adapted to different layers. Write a summary of how four example animals are suited to their environment.
5	Learning objective	I can explain how plants are adapted to overcome challenges in the rainforest.
	Knowledge	What challenges do plants face in the rainforest? e.g. soil quality, lack of light, competition from other plants, heavy rainfall, strong winds. How can they overcome those challenges? E.g. drip tip leaves Plants to include: Pitcher plant, buttress roots, strangler fig, lianas, epiphytes
	Skills	Identifying which plants have overcome different challenges based on their habitat and how they have achieved this.
	Suggested activities	Match plant to problem it has overcome. Cloze procedure task describing how plants have adapted to overcome the challenge. Write a summary paragraph for each challenge the plant has overcome.
6	Learning objective	I can compare the lives of Amazonian tribes with my own life. Note – this lesson should be taught after the English Yanomami broadcast lessons
	Knowledge	What is a tribe? How do tribes differ? Examples of tribes: Yanomami and Awa.
	Skills	Showing respect to different cultures.
	Suggested activities	Use information to make comparisons between child's own routines and those of a tribal child.
7	Learning objective	I can understand the interdependence of our planet and our impact upon this.
	Knowledge	Understanding the term interdependence and how it relates to rainforests.
	Skills	Applying the concept of interdependence to rainforests.
	Suggested activities	Watch short videos and make notes: How does the video make you feel? What is the message? Stick in image representing interdependence and children write explanation.
8	Learning objective	I can explain deforestation and why it occurs.
	Knowledge	What is deforestation? Why does it occur? E.g. logging, mining, agriculture and cattle ranching, urbanisation, palm oil
	Skills	Explaining reasons why deforestation occurs.
	Suggested activities	Sorting quotes into the five causes of deforestation. Quotes to come from: loggers, business, fast food industry, government, jewellers etc. Write up each group who is 'for' deforestation (e.g. fast food companies), why they are 'for' (e.g. demand for meat and cheap), and how they contribute to deforestation (e.g. clearing land for cattle ranching). Choose the 'most important' and 'least important' reasons for deforestation and explain why they have been chosen.
9 & 10	Learning objective	I can explain the impacts of deforestation
	Knowledge	Impacts of deforestation on: habitat loss, tribes, climate change, biodiversity, environment and water cycle.
	Skills	Cause and effect
	Suggested activities	Lesson 9: Making notes from different videos under different sub-headings (as above). Discuss impacts as a class. Lesson 10: Produce informative poster in pairs summarising understanding.
11	Learning objective	I can explain how humans can positively impact the future of rainforests.
	Knowledge	Positive ways to impact the rainforest including individual and larger scale actions.

	Skills	Identifying which impacts are local and global. Recognising how individuals can have a positive impact.
	Suggested activities	Summary of ways humans can have a positive impact. Use key of three colours to represent: What can I do now? What can I encourage others to do? What do I rely on others to do?

Year 6 – Australia

Key vocabulary		Suggested trips or workshops
Endemic <u>Latitude</u> <u>Longitude</u> Equator Time zones Population <u>Great Barrier Reef</u> <u>Canberra</u>	Hemisphere Commonwealth Monarchy Continent <u>Climate change</u> Aboriginal Territory State	Australian visitor to discuss life in Australia Aboriginal art/music workshop
Prior knowledge and skills		
<ul style="list-style-type: none"> The equator runs around the centre of the Earth Most tropical rainforest lie between the Tropic of Cancer and Capricorn Human impact causing climate change Using the index and grid references to locate places in an atlas 		
Key questions		
<ol style="list-style-type: none"> How does Australia's location in the world affect its geography? What are the key geographical features of Australia? How are humans impacting the Great Barrier Reef? What are the similarities and differences between life in the UK and Australia? 		
1	Learning objective	I can interpret and understand the symbols of Australia's two flags
	Knowledge	There are two main Australian flags. How Australia was discovered and came to be known by the rest of the world. Where is Australia located? Australia is split into seven states.
	Skills	Interpreting and explaining the meanings of flags.
	Suggested activities	Children make notes on Australian flags. They then research a flag of their choice and explain the meaning. Teachers may need to give them a selection to choose from.
2	Learning objective	I can identify the key geographical features of Australia
	Knowledge	Capital city of Australia. States and territories of Australia. Some key landmarks in Australia.
	Skills	Independently using an atlas to find the relevant information.
	Suggested activities	Label the states and territories of Australia using an atlas. Then use an iPad to find key geographical features: capital city, two other cities, a sea and a river. Use Google Earth on the iPads to explore tourist landmarks in Australia. Add photos of key landmarks to their map of Australia.
3	Learning objective	I can apply understanding of longitude and latitude
	Knowledge	Longitude and latitude are invisible lines which form a grid over the Earth. These lines help to create co-ordinate point. How do time zones work?
	Skills	Applying longitude and latitude understanding to using an atlas.
	Suggested activities	Create a poster demonstrating understanding of longitude, latitude and time zones. Include independent application of longitude and latitude understanding to locate key Australian geographical features.
4	Learning objective	I can compare life in Australia to life in the UK

	Knowledge	Understanding of Australian climate, jobs, geography, leisure and sport. Main difference between Australia and UK. Main links between Australia and UK.
	Skills	Compare own life to that of others.
	Suggested activities	Children make notes on life in Australia. They then write a short summary about where they would prefer to live and why.
5	Learning objective	I can research an Australian city to form a conclusion
	Knowledge	Why are the major cities mainly located on the coast? What is a statistic? Information about Australian cities under specific categories: political stability, crime, personal freedom, healthcare, education, housing and public transport.
	Skills	Analysing a variety of geographical evidence. Comparing human geography statistics between cities. Forming an evidence-based opinion.
	Suggested activities	Children given information about 6 cities relating to specific categories (shown above) and make notes. They then write an explanation of which city they think has the best quality of life and justify their answers using statistics. Class discussion about the best place to live and why.
6	Learning objective	I can summarise the effects of tourism and climate change on the Great Barrier Reef
	Knowledge	What is the Great Barrier Reef? What is happening to the Great Barrier Reef? E.g. coral bleaching, damage from tourism How can it be protected? E.g. conserving water, sustainable seafood, education
	Skills	Interpreting information in a geographical context. Using geographical statistics to support arguments.
	Suggested activities	Create a conservation poster for the Great Barrier Reef using iPads to research. Create a news report about conserving the Great Barrier Reef.
7 & 8	Learning objective	I can research and present information about Australian animals
	Knowledge	Understanding of key characteristics: 1. Is the animal a marsupial, reptile, bird, mammal, monotreme or marine animal? 2. Where are they found? 3. What's unique about the animal? 4. What climates do they need for survival? 5. How have population rates changed? 6. How are they viewed by people? 7. How do they care for their young?
	Skills	Using an atlas to find habitats.
	Suggested activities	Children independently research a specific Australian animal and then prepare a presentation to share information with the class.
9	Learning objective	I can describe how Australia is changing and the effect on Australia's wildlife
	Knowledge	What are the challenges currently affecting Australia's wildlife? How are animals adapted to survive in Australia's challenging climate?
	Skills	Interpreting information in a geographical context. Making links between existing knowledge from the topic.
	Suggested activities	Watch Seven Worlds One Planet episode.

Year 6 – Coasts

Key vocabulary		Suggested trips or workshops
<u>Arch</u> <u>Cave</u> Mudflats Sand spit Shingle beach Estuary <u>Cliff</u> Salt marsh Revetments Rock armour <u>Headland</u> <u>Erosion</u> <u>Bay</u>	Concordant coastline Discordant coastline Hydraulic action Sea wall Groynes Gabions Offshore breakwater Abrasion Attrition Corrosion <u>Stump</u> <u>Stack</u>	Hilltop Coastal visit
Prior knowledge and skills <ul style="list-style-type: none"> • The world is made up of 7 continents, each of which is split into countries. • Use of map symbols. • The journey of a river. • Impact of flooding and climate change on rivers. • Human impacts on rivers. • Human impact causing climate change • Using the index and grid references to locate places in an atlas 		
Key questions <ol style="list-style-type: none"> 1. What are the key features of a coastline? 2. What are some of the challenges facing coastlines? 3. How can humans positively impact coasts? 4. How do coastlines change over time? 		
1	Learning objective	I can identify the main physical and human features of the UK.
	Knowledge	Difference between England, UK, Great Britain and the British Isles. Capital cities of England, Scotland, Wales and Northern Island.
	Skills	Using an atlas independently to identify key features. Use OS symbols to identify coastal features.
	Suggested activities	In pairs, use salt dough to create 3D map of UK, clearly separating the different countries. Children should also label capital cities, major rivers, mountains, major cities and coastal towns. (Extension could involve using OS symbols).
2	Learning objective	I can explain the features of a coastline using geographical vocabulary
	Knowledge	Understanding and correct application of key vocabulary: arch, mudflats, sand spit, shingle beach, estuary, cliff and salt marsh.
	Skills	
	Suggested activities	Children make notes about key vocabulary as described by teacher and then use an iPad to further their understanding. They then write a simple definition alongside an image to explain their understanding.
3	Learning objective	I can explain how headlands and circular bays are formed
	Knowledge	Headlands and bays are formed due to differences between hard and soft rocks.
	Skills	Using geographical diagrams to represent understanding.
	Suggested activities	Children create an information page using geographical diagrams to demonstrate their understanding of headlands and bays.

4 & 5	Learning objective	I can explain how caves, arches, stacks and stumps are formed
	Knowledge	What is erosion? Hydraulic action and abrasion are two examples of erosion.
	Skills	Apply understanding to create a geographically accurate model for stop-motion animation.
	Suggested activities	Use Zu3D to create a stop-motion animation demonstrating how these features form over time.
6	Learning objective	I can compare the advantages and disadvantages of different sea defences
	Knowledge	Names and functions of different sea defences: sea walls, groynes, gabions, revetments, offshore breakwater and rock armour.
	Skills	Applying geographical evidence to create a solution to a real-life problem. (Real-life problem: an area of coastline which is currently debating possible sea defences). Comparing and ranking different possible solutions according to advantages and disadvantages. Explaining solutions using geographical evidence.
	Suggested activities	Debate Ranking different sea defences with justification. Prepare a presentation in groups as to how they think the problem could be solved.
7	Learning objective	I can compare the land uses of different coastal regions in the UK
	Knowledge	Different coastal regions in the UK have different land uses: tourism, industry, farming, living and transport.
	Skills	Applying knowledge from other lessons to answer key questions.
	Suggested activities	Children given 'information station' document outlining the land use of a coastal location. In groups, children the research and prepare presentation answering key questions. Children take notes during presentations to summarise land uses of 5 UK locations. Key questions examples: 1. Why is this location suited for its land use? 2. What type of rock is found in this location? How does this impact the land use? 3. What landforms feature in or near the location? 4. What challenges are currently faced in this location?
8	Learning objective	(Note: this lesson is covered during Hilltop) I can use an OS map and 8-point compass to navigate
	Knowledge	
	Skills	Using an 8-point compass and OS map to navigate from Hilltop to the beach. Applying understanding of OS maps and symbols to real-life situations.
	Suggested activities	Hilltop – 'The Journey' activity. Navigate around Riverhead.
9	Learning objective	(Note: this lesson is covered during Hilltop) I can explain how and why erosion takes place
	Knowledge	How does erosion take place?
	Skills	Practical application of how erosion takes place during fieldwork.
	Suggested activities	Hilltop – 'Coastal Erosion' activity.
10	Learning objective	I can explain the four main processes which cause coastal erosion
	Knowledge	There are four main processes which cause coastal erosion: abrasion, hydraulic action, attrition and corrosion. How do each of these processes work?
	Skills	Sequencing geographical processes
	Suggested activities	Act out each process, explaining what is happening via a narrator. Freeze frame different actions to demonstrate processes. Stick photo of freeze frame in books for children to annotate, explaining the processes.
11	Learning objective	I can use geographical skills to compare a UK and Australian coastline

	Knowledge	
	Skills	Using an atlas to find the specific location using longitude and latitude. Independent research to find geographically accurate information.
	Suggested activities	Children create a fact-file which has a direct comparison of a coastline in the UK with Bondi Beach in Australia using iPads for research. Ideas to include: longitude/latitude, land uses, climate, wildlife, challenges of erosion, physical features.