



Subject	Geography
Term	Autumn
Duration (Approx)	8 Weeks
Module	It's your planet

Skills and concepts to be developed and assessed (linking to identified AOs)

- Understanding the Earth's time line from when it started with the 'Big Bang'
- 5 mass extinctions and their causes
- When humans appeared and how the Ice Age helped them to spread all over the world
- Humans now live everywhere on the planet
- Planet Earth is changing all the time; naturally by glaciation, weathering and volcanic activity and by human activity
- Understanding world maps and keys

Factual knowledge to be taught and assessed (including subject specific vocabulary)

- Earth started with a Big Bang and is 4.5 billion years old. We measure the time on Earth with the Geological timescale
- Life began as single cells in water, evolved and moved onto land. Humans appeared 200,000 years ago
- Life was 'interrupted and altered' by 5 mass extinctions
- Humans are everywhere and the ice ages have helped this with land bridges
- Planet Earth is changing naturally and as a result of human activity
- See Key vocabulary in SPAG

Formative Assessment/key piece of work prior to end of unit:

Pathway descriptors at the end of each lesson/unit.

Summative Assessment:

Written assessment at the end of each term on 1 - 2 units of work.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

- Knowledge of where places/countries/continents are around the world
- Ability to interpret tables, graphs and colour-keyed maps

Spelling-Punctuation-Grammar. How will you promote high standards within this module?

- Key words; Sun, planet, moon, Big Bang, ocean, evolve, fact, theory, asteroid, Homo sapiens, mass extinction, eon, era, period, geological timescale, ice age, land bridge, place, solar system, atmosphere, air, natural processes, physical geography, human geography, environmental geography
- Sentence starters
- Accurate dictionary and glossary use.
- Drafting writing

Link forward: where next for the learning?

- Humans are spread all over the Earth and connected in different ways
- We use maps to show where we live
- There are many different kinds of maps
- Using maps is a key skill for a geographer

Subject	Geography
Term	Autumn
Duration (Approx)	8 weeks
Module	Maps and Mapping

Skills and concepts to be developed and assessed (linking to identified AOs)

- To connect to hundreds of people and places, in our local area, across the country and around the world. To show these connections by maps
- Scale will determine actual distance
- Create mental and sketch maps
- Recognise features from aerial photos
- Grid systems superimposed on a map or plan enable locating features
- Maps should have a north arrow, key, scale, title, and frame
- Use 4 fig and 6 fig grid reference
- Determine direction; NE, N, W, SW etc.
- Understand O.S maps
- Understand latitude and longitude
- Recognise contour lines show height and gradient

Factual knowledge to be taught and assessed (including subject specific vocabulary).

- Distinguish between local, national and international connection
- Interpret single plan and understand scale
- To draw sketch maps of known area or from aerea photo
- To use grid lines and say why they are useful
- To use 4 fig and 6 fig grid reference
- Give and follow directions based on a simple map.
- Measure distance along a route
- To follow simple directions using compass bearings
- Explain what Ordnance Survey maps are and interpret OS symbols
- Use contour lines and spot heights to tell how high a place is
- Interpret the pattern of contour lines to decide how steep/flat and direction of slope
- Point out Equator and lines of longitude and latitude



Formative Assessment/key piece of work prior to end of unit:

Pathway descriptors at the end of each lesson/unit

Summative Assessment:

Written assessment at the end of each term on 1 - 2 units of work

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

- Ability to recognise a map, orientation and why and how it is drawn to scale
- Knowledge of simplistic symbols on maps and plans instead of words
- Concept of position of UK in the World

Spelling-Punctuation-Grammar. How will you promote high standards within this module?

- Key vocabulary
- Accurate use of dictionary and glossary
- Sentence starters

Link forward: where next for the learning?

- Use Mapping skills to identify the British Isles, Great Britain and the United Kingdom
- To recognise the UK's physical features shown on maps
- See that population distribution is largely determined by relief