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| **Geography** | | |
| **Term 1**  **Who lives in Antarctica?** | | |
| Vocabulary | Knowledge | Objectives |
| Latitude  Longitiude  Treaty  Ice sheet  Drifting ice  Climate zone | Describe what lines of latitude and longitude are, giving an example.  Understand that the Northern and Southern Hemispheres experience seasons at different times.  Define what climate zones are.  Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.  Describe Antarctica’s location in the far south of the globe.  State that tourism and research are the two main reasons people visit Antarctica.  Describe equipment researchers might use and clothes they wear.  List some of the research carried out in Antarctica.  State the outcome of Shackleton’s expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.  Describe a similarity and difference between life in the UK and life in Antarctica.  Confidently use the zoom function on a digital map.  Begin to recall the eight points of a compass, following at least four of them.  Recognise and describe features on their school grounds from an aerial map.  Draw a map of the route they take on an expedition.  State one thing that went well on the expedition and one aspect that did not go as hoped. | I can understand the position and significance of lines of latitude.  I can describe the location and physical features of Antarctica.  I can describe the human features of Antarctica.  I can use four-figure grid references to plot Shackleton’s route to Antarctica.  I can plan a simple route on a map using compass points.  I can follow instructions involving compass points and map a simple route. |
| **Term 2**  **Are all settlements the same?** | | |
| Vocabulary | Knowledge | Objectives |
| Residential  Agricultural  Commercial  Dispersed  Linear  Facilities | Locate some cities in the UK.  Describe the difference between villages, towns and cities.  Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map.  Discuss reasons for the location of human and physical features.  Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area.  Describe the location of New Delhi.  Identify some human and physical features in New Delhi.  State some similarities and differences between land use and features in New Delhi and the local area. | I can describe different types of settlements  I can identify the human and physical features in the local area.  I can discuss why physical and human features are in particular locations.  I can describe how land use in the local area has changed.  I can identify land use in New Delhi.  I can compare land use in two different locations. |
| **Term 3**  **What are rivers and how are they used?** | | |
| Vocabulary | Knowledge | Objectives |
| Evaporation  Condensation  Precipitation  Estuary  Source  Tributary  Delta  Meander | Identify water stores and processes in the water cycle.  Describe the three courses of a river.  Name the physical features of a river.  Name some major rivers and their location. Describe different ways a river is used.  List some of the problems around rivers. Describe human and physical features around a river.  Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment.  Make suggestions on how a river environment could be improved | I can describe how the water cycle works.  I can recognise the features and courses of a river.  I can name and locate some of the world’s longest rivers.  I can describe how rivers are used.  I can identify and locate human and physical features on a map.  I can collect data on the features of a local river. |