

Reception	Aut 1: Do you want to be friends? Aut 2: Why do leaves go crispy?	Spr 1: What sound does it make? Spr 2: Are carrots orange?	Sum 1: Can I switch it on? Sum 2: Why do zebras have stripes?
Curriculum Content	See Reception MTP.		
Year 1	Unit 1 – The Seven Continents	Unit 2 – Oceans and Seas	Unit 3 – Weather Experts
Number of Lessons	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional sessions include enrichment opportunities where appropriate)
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> What is a continent? <p>Knowledge</p> <ul style="list-style-type: none"> Definition of a continent and their size in comparison to other areas of land e.g. city, country etc. Names of the seven continents and where they are on a world map. The equator, northern hemisphere and southern hemisphere. 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is an ocean? <p>Knowledge</p> <ul style="list-style-type: none"> Definition of an ocean Where the oceans are located on a world map The order of the oceans from largest to smallest/smallest to largest 	<p>Lesson Question</p> <ul style="list-style-type: none"> What are the four seasons and how are they different? <p>Knowledge</p> <ul style="list-style-type: none"> The names of the four seasons The types of weather you might experience in each season/weather patterns The months within each season.
	<p>Lesson Question</p> <ul style="list-style-type: none"> What are Europe and Australasia like? <p>Knowledge</p> <ul style="list-style-type: none"> Size order of the 7 continents Countries and significant landmarks found in Europe. Countries and significant landmarks found in Australia. 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where are the world's oceans? <p>Knowledge</p> <ul style="list-style-type: none"> What a map is, different types and how they can be used. Continents which surround each ocean. The relationship between land, sea and ocean. 	<p>Lesson Question</p> <ul style="list-style-type: none"> What are the daily weather patterns in the UK? <p>Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom The children will understand the impact that the weather has on their everyday lives. How it affects the clothes they wear, how they travel, activities they can do.



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<p>Nechells Primary E-ACT Academy</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is Africa like? <p>Knowledge</p> <ul style="list-style-type: none"> - Names of countries found in Africa - Foods grown and animals found in Africa - Famous landmarks found in Africa 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How deep is the ocean? <p>Knowledge</p> <ul style="list-style-type: none"> - Names of the five layers of the ocean. - Key characteristics of each layer. - Sea creatures found in each layer with example of bioluminescence. 	<p>-Know the weather symbols and what they mean and develop mapping skills by creating their own weather forecasts.</p> <p>Lesson Question</p> <ul style="list-style-type: none"> • How do we measure the weather? <p>Knowledge</p> <ul style="list-style-type: none"> -Who measures the weather? -How do we measure the weather? -What can affect the data collected when measuring the weather?
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is Asia like? <p>Knowledge</p> <ul style="list-style-type: none"> - Names of countries found in Asia - Foods grown and animals found in Asia - Famous landmarks found in Asia 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why are oceans so important? <p>Knowledge</p> <ul style="list-style-type: none"> - Percentage of the world which is covered by water. - Variety of species which live in the ocean. - How the ocean contributes towards medicine, oxygen, food and transportation. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How do we survive a storm? <p>Knowledge</p> <ul style="list-style-type: none"> -Weather forecasts help people to be prepared for different kinds of weather. -How to survive a storm -Know what a survival kit contains.
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are North and South America like? <p>Knowledge</p> <ul style="list-style-type: none"> - Names of countries found in both North and South America - Famous landmarks found in North and South America - Climate and geography of the land e.g. rainforest and wildlife 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What lives in the ocean? <p>Knowledge</p> <ul style="list-style-type: none"> - What a habitat is - Different types of ocean habitats - Different species of animal which live in ocean habitats. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How does climate differ around the world? <p>Knowledge</p> <ul style="list-style-type: none"> -Names of the four different climates around the world. -How the climates differ to one another. -What will happen to areas if climate changes?



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	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is Antarctica like? <p>Knowledge</p> <ul style="list-style-type: none"> - Animals found in Antarctica - Antarctic treaty - Weather conditions 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How can we protect our oceans? <p>Knowledge</p> <ul style="list-style-type: none"> - Current issues regarding the world's oceans – plastic waste - How the ocean and its habitats are being affected. - How to protect the oceans. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is climate change? <p>Knowledge</p> <ul style="list-style-type: none"> - -What is climate change? - -How can climate change? - -How does/ will climate change affect the earth?
<p>Vocabulary</p>	<p>Continent, North America, South America, Europe, Africa, Asia, Australia, Antarctica, Population, Climate, Native, Equator, Hemisphere</p>	<p>Ocean, Sea, Pacific, Atlantic, Indian, Southern, Arctic, Habitat, Bioluminescence, Continents, Mammal, Fish, Crustacean, Molluscs</p>	<p>Sunny, Rainy, Foggy, Cloudy, Stormy, Windy, Snowing, Hailing, Thundering, Overcast, Seasons, Autumn, Spring, Summer, Winter, forecast, predict, future, scientist, meteorologist, prepare</p>
<p>Coverage of National Curriculum</p>	<p>Locational knowledge - name and locate the world's seven continents and five oceans. Human and physical geography – use basic geographical vocabulary to refer to key physical and human features. 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Locational knowledge - name and locate the world's seven continents and five oceans. Human and physical geography – use basic geographical vocabulary to refer to key physical features. 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>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 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</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Subject Links – Science,</p>	<p>Prior Learning – Subject Links – Science, Maths, PSHE</p>	<p>Prior Learning – Y1 AUT Continents and oceans, Y1 SPR Climate around the world Subject Links – PSHE, History</p>



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<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Environmental characteristics • Human characteristics • National and regional culture and identity 	<ul style="list-style-type: none"> • Environmental characteristics • Cause and effect • Similarity and difference 	<ul style="list-style-type: none"> • Environmental characteristics • National and regional culture and identity • Similarity and difference
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>

Year 2	Unit 1 - Building Geography Skills/Local Fieldwork	Unit 2 – We are Britain	Unit 3 – A Contrasting Locality (China)
<p>Number of Lessons</p>	<p>6 (Additional sessions include enrichment opportunities where appropriate)</p>	<p>6 (Additional sessions include enrichment opportunities where appropriate)</p>	<p>6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)</p>
<p>Outcome</p>			<p>Essay title What makes China unique?</p>
<p>Curriculum Content</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is a map and how do I use it? <p>Knowledge</p> <ul style="list-style-type: none"> - The purpose of a map - An understanding of scale - Different types of map 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are the four nations of the United Kingdom of Great Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - About the four nations that make up the United Kingdom of Great Britain (including flags) - -Their key physical and key human features. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Where is China? <p>Knowledge</p> <ul style="list-style-type: none"> - Where China is in the world. - -What the population is - -About the size of the country - -Chinese flag



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		<ul style="list-style-type: none"> - About the UK's capital cities and their characteristics. 	
	<p>Lesson Question</p> <ul style="list-style-type: none"> • Where do we live? <p>Knowledge</p> <ul style="list-style-type: none"> - What are continents, countries and cities? - Where on a map of the UK is Nechells? - Continents, country, city and district we live in 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the capital city of England like? <p>Knowledge</p> <ul style="list-style-type: none"> - About the river Thames - Identify famous buildings and landmarks in London - Where the British Parliament meets. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What makes China different to the UK? <p>Knowledge</p> <ul style="list-style-type: none"> - About Chinese climate - Chinese culture - Languages, currency and celebrations
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is a compass and how do I use it? <p>Knowledge</p> <ul style="list-style-type: none"> - What a compass is and what it is used for - The North Pole and South Pole - How to use a compass 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Where are the seaside towns? <p>Knowledge</p> <ul style="list-style-type: none"> - The location of a range of seaside towns - What it is like to live in a seaside town - The type of jobs in seaside towns 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are the famous landmarks? <p>Knowledge</p> <ul style="list-style-type: none"> - The Great Wall of China - The Forbidden City - The Terracotta Army - Mount Everest
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What do my school grounds look like? <p>Knowledge</p> <ul style="list-style-type: none"> - What does a map of the school look like? - What is included in our school grounds? 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are the main mountains of each country? <p>Knowledge</p> <ul style="list-style-type: none"> - The highest mountains in UK - The mountain ranges in UK - The national parks in UK 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why is the Yangtze River important to the Chinese? <p>Knowledge</p> <ul style="list-style-type: none"> - Where the river is - What it is used for - Why it is important to locals
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is beyond the school gates? <p>Knowledge</p> <ul style="list-style-type: none"> - What does a map of Nechells look like? - What can be seen on the map? - What significant land is in the surrounding area? 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why are rivers and canals so important? <p>Knowledge</p> <ul style="list-style-type: none"> - Locate rivers and canals in UK - Why rivers and canals are so important - Who lives/travels on rivers and canals 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is it like to live in China? <p>Knowledge</p> <ul style="list-style-type: none"> - What life is like in a Chinese city - Differences and similarities between schools in China and the UK



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	<p>Lesson Question</p> <ul style="list-style-type: none"> How can I show others what is beyond the school gates? <p>Knowledge</p> <ul style="list-style-type: none"> The key features of a map How to draw a map. 	<p>Lesson Question</p> <ul style="list-style-type: none"> Which nations has the most impressive castle? <p>Knowledge</p> <ul style="list-style-type: none"> Locate major castles Why they were positioned where they are How they are used now 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where does food come from in China? <p>Knowledge</p> <ul style="list-style-type: none"> Traditional Chinese dishes Where the food comes from Why farming is so important in China
<p>Vocabulary</p>	<p>Oceans, Sea, Continent, Country, City, District, Compass, Cardinal Directions – North, East, South, West, Map, Scale, Symbols, Key, Features, Relation, Significant, Area, Land, Navigation, Orientation</p>	<p>Town, City, Countryside, Village, Moor, Peak, Lake, Transport, Tourist, Attraction, Defence, Leisure, Landmark</p>	<p>Asia, population, climate, farming, export, landmark, Beijing, Urban, city, rural, metropolis, compare, similar, different, crops, goods, produce, cuisine, traditional, ancient</p>
<p>Coverage of National Curriculum</p>	<p>Locational knowledge – Name and locate the world’s seven continents and five oceans.</p> <p>Human and Physical geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>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</p> <ul style="list-style-type: none"> 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 	<p>Locational knowledge – name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and Physical Geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>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</p>	<p>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</p> <p>Human and Physical Geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>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</p>



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	<p>-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.</p>		
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y1 AUT Geographical skills Oceans and continents, local area Subject Links – Computing, Maths, History</p>	<p>Prior Learning – Y1 SPR Weather Experts – British Weather, Knowledge of the UK Subject Links - British Values, Science, Maths, History,</p>	<p>Prior Learning – Y1 SPR Weather Experts – Comparing UK to contrasting localities, Subject Links – PSHE, History,</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Development • Environmental characteristics • Human processes 	<ul style="list-style-type: none"> • Environmental and human characteristics • National and regional culture and identity • Human and environment interaction 	<ul style="list-style-type: none"> • National and regional culture and identity • Environmental characteristics • Similarity and difference
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

Year 3	Unit 1 - Villages, Towns and Cities	Unit 2 – Moutains, Earthquakes and Volcanoes	Unit 3 – Water, Weather and Climate
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	Where do people live?	Why do volcanic eruptions and earthquakes occur?	To what extent is the UK's weather to be expected?
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> Where are the world's people? <p>Knowledge</p> <ul style="list-style-type: none"> -How many people live on the planet -Where people are distributed globally -Which continents have the biggest populations 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is the earth made of? <p>Knowledge</p> <ul style="list-style-type: none"> -The structure of the earth -What the earth is made of -Where volcanoes and earthquakes form 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where is the Earth's water? <p>Knowledge</p> <ul style="list-style-type: none"> -Where Earth's water is found -How water moves -What the water cycle is



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<p>Lesson Question</p> <ul style="list-style-type: none"> • What is a settlement? <p>Knowledge</p> <ul style="list-style-type: none"> -People live in settlements -What the differences are between villages, towns and cities -Increasing numbers of people live in cities 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are Fold Mountains? <p>Knowledge</p> <ul style="list-style-type: none"> -What fold mountains are -Where fold mountains are found -How fold mountains form 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What makes up the weather? <p>Knowledge</p> <ul style="list-style-type: none"> - What the weather is made of -How to differentiate between weather and climate -How to read a weather forecast
<p>Lesson Question</p> <ul style="list-style-type: none"> • What affects where people live? <p>Knowledge</p> <ul style="list-style-type: none"> -What makes a good location for a settlement -What makes a bad location for a settlement -What the ideal location for a settlement might be 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How are volcanoes made? <p>Knowledge</p> <ul style="list-style-type: none"> -How composite volcanoes form and what they are like -How shield volcanoes form and what they are like -Where the different volcanoes are found 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why does it rain? <p>Knowledge</p> <ul style="list-style-type: none"> -What causes rain to form -How mountains help cause rain -What a rain shadow is
<p>Lesson Question</p> <ul style="list-style-type: none"> • How are settlements shaped? <p>Knowledge</p> <ul style="list-style-type: none"> -How early settlements were different to settlements today -How settlements vary in shape -How settlements have patterns 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How does an earthquake occur? <p>Knowledge</p> <ul style="list-style-type: none"> -How tectonic plates move -How earthquakes form -Why earthquakes are usually a surprise 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why does the UK have wild weather? <p>Knowledge</p> <ul style="list-style-type: none"> -Why the UK's weather can change daily -What an air mass is -How the characteristics of the air mass affect the weather
<p>Lesson Question</p> <ul style="list-style-type: none"> • What makes up a city? <p>Knowledge</p> <ul style="list-style-type: none"> -Where Chicago is -How Chicago is laid out as a city -What land uses are found in a city 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What happens when a volcano erupts? <p>Knowledge</p> <ul style="list-style-type: none"> - Volcanic eruption case study: Fuego Volcano, Guatemala 2018 -Causes, effects, responses -Advantages and disadvantages of a volcanic eruption 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the reason for the seasons? <p>Knowledge</p> <ul style="list-style-type: none"> -How the Sun sustains life on Earth -How the tilt of the Earth creates the seasons -How the seasons are different in the different hemispheres



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	<p>Lesson Question Where are the biggest cities?</p> <p>Knowledge -How many people live on the planet -Where people are distributed globally -Which continents have the biggest populations</p>	<p>Lesson Question What is the earth made of?</p> <p>Knowledge -The structure of the earth -What the earth is made of -Where volcanoes and earthquakes form</p>	<p>Lesson Question Why is the world's weather changing?</p> <p>Knowledge -The Earth's atmosphere -Changes in temperature around the world -Causes of drought and flooding</p>
<p>Vocabulary</p>	<p>Population, Distribution, Population Density, Settlement, Village, Town, City, Megacity, Employment, Leisure, Advantage, Disadvantage, Hunter-gatherer, Nomadic people, Land use</p>	<p>Magma, Lava, Pressure, Friction, Basalt, Granite, Fold Mountain, Ocean Trench, Tsunami</p>	<p>Weather, Climate, Atmosphere, Evaporation, Transportation, Condensation, Precipitation, Surface runoff, Groundwater, Lake, Stream, River, Infiltration, Temperature</p>
<p>Coverage of National Curriculum</p>	<p>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</p> <p>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</p> <p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>



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<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y2 AUT Local fieldwork – knowledge of cities and local settlements. Y2 SPR We are Britain – seaside towns/settlements Subject Links – Maths, Science</p>	<p>Prior Learning – Y2 SPR We are Britain – Physical features of the four nations Subject Links – Science</p>	<p>Prior Learning - Y1 SPR Weather experts – seasons, UK weather patterns, global warming Subject Links – Maths, Science</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Density and dispersion • Development • Human and environment interaction 	<ul style="list-style-type: none"> • Cause and effect • Physical processes • Environmental characteristics 	<ul style="list-style-type: none"> • Change and continuity • Physical processes • Cause and effect
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

Year 4	Unit 1 - Rivers	Unit 2 – Migration	Unit 3 – Natural Resources
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	What impact do rivers have on people's lives?	"All migrants are forced to leave their home" To what extent do you agree?	To what extent is our use of natural resources sustainable?
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> Where are the world's rivers? <p>Knowledge</p> <ul style="list-style-type: none"> -What a river is -Where the world's rivers are -Examples of famous rivers 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is migration? <p>Knowledge</p> <ul style="list-style-type: none"> -What migration is -How migration has affected the UK's population -Where migrants go to and from 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where are the world's natural resources? <p>Knowledge</p> <ul style="list-style-type: none"> - What natural resources are -What the world's most important natural resources are -Which countries have the most natural resources



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<p>Lesson Question</p> <ul style="list-style-type: none"> • How do rivers shape the land? <p>Knowledge</p> <ul style="list-style-type: none"> -What the four types of erosion are -What the four types of transportation are -What deposition is 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How do migrants vary? <p>Knowledge</p> <ul style="list-style-type: none"> -The different types of migration (voluntary, forced, short-term, longterm, national and international) -The reasons why people migrate (push and pull factors) 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How has the use of natural resources changed? <p>Knowledge</p> <ul style="list-style-type: none"> -How the world's population has changed over time -How the use of natural resources has increased -Why the use of natural resources has increased
<p>Lesson Question</p> <ul style="list-style-type: none"> • What landforms can a river create? (I) <p>Knowledge</p> <ul style="list-style-type: none"> -What a landform is -What V-shaped valleys and interlocking spurs are -How V-shaped valleys and interlocking spurs form 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How does migration affect people and places? <p>Knowledge</p> <ul style="list-style-type: none"> -The positive and negative impacts of migration on people -The positive and negative impacts of migration for the source and host country -How the UK has been affected by migration 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What resources does Chile have? <p>Knowledge</p> <ul style="list-style-type: none"> -Where Chile is located -Which natural resources Chile has -Why Chile mines copper
<p>Lesson Question</p> <ul style="list-style-type: none"> • What landforms can a river create? (II) <p>Knowledge</p> <ul style="list-style-type: none"> -What a meander is -How a meander forms -How an oxbow lake forms 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is economic migration? <p>Knowledge</p> <ul style="list-style-type: none"> -What an economic reason for migration is -How migration from Eastern Europe to the UK has mostly been for economic reasons -The impacts of this type of migration 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What resources does the UK have? <p>Knowledge</p> <ul style="list-style-type: none"> - Which natural resources the UK has -How coal, oil and gas form -How to access fossil fuels
<p>Lesson Question</p> <ul style="list-style-type: none"> • Why are rivers important to people? <p>Knowledge</p> <ul style="list-style-type: none"> -Why people like living near rivers -Why the Volga River is important for people -Why the Amazon River is important for people 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is a refugee? <p>Knowledge</p> <ul style="list-style-type: none"> -What a refugee is -Why some people are refugees -Where refugees come from and go to -The impact of this type of migration 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How does resource exploitation cause problems? <p>Knowledge</p> <ul style="list-style-type: none"> -How using fossil fuels causes problems for the environment -Why mining is very dangerous -Examples of dangerous mines.



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	<p>Lesson Question</p> <ul style="list-style-type: none"> • What happens when a river floods? <p>Knowledge</p> <ul style="list-style-type: none"> -What a flood is -Why rivers flood -How a flood can bring advantages and disadvantages 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How will climate change affect migration? <p>Knowledge</p> <ul style="list-style-type: none"> -What climate change is -How climate change is creating climate refugees -Where climate refugees are coming from and going to -The impact of this type of migration 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the circular economy? <p>Knowledge</p> <ul style="list-style-type: none"> -How humans throw away a lot of materials -The difference between a linear economy and a circular economy -How the circular economy will benefit people and the planet
<p>Vocabulary</p>	<p>River, Landscape, Lake, Sea, Ocean, Source, Mouth, Erosion, Transportation, Sediment, Deposition, Riverbed, River banks, Landform, Tributary, Agriculture</p>	<p>Migration, Migrant, Demographic, Source country, Host country, Push factor, Pull factor, Economic migrant, International migrant, Employment, Refugee, Asylum seeker, Persecution, Refugee camp</p>	<p>Natural resources, sustainable, Exhaustible, Non-renewable, Consumption, Abundance, Scarcity, Fossil Fuels, Renewable, Lucrative, Extraction, Mining</p>
<p>Coverage of National Curriculum</p>	<p>Locational knowledge - 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</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Locational knowledge - 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</p> <p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>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</p> <p>Human and physical geography – describe and understand key aspects of: human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>



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<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning - Y2 SPR We are Britain – UK rivers Y3 SUM – Water, Weather and Climate – location of the Earth’s water Subject Links – PSHE, history</p>	<p>Prior Learning – Y1 SPR Weather Experts – Climate change, Y3 AUT Villages, Towns and Cities – Settlements Subject Links – PSHE, Science, History</p>	<p>Prior Learning – Y2 SPR We are Britain – Study of UK features Y4 AUT Rivers – Importance of natural resources Subject Links – PSHE, Maths, Science</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Human and environment interaction • Cause and effect • Physical Processes 	<ul style="list-style-type: none"> • Density and dispersion • Movement • Cause and effect 	<ul style="list-style-type: none"> • Human and environment interaction • Cause and effect • Change and continuity
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

Year 5	Unit 1 - Slums	Unit 2 – Biomes	Unit 3 – Energy and Sustainability
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	“The state should shut down all slums around the world.” How far do you agree with this statement?	“The Earth’s biomes are fragile environments.” To what extent do you agree?	“Humans are not capable of living sustainably.” To what extent do you agree?
Curriculum Content: Knowledge	<p>Lesson Question</p> <ul style="list-style-type: none"> What is a slum? <p>Knowledge</p> <ul style="list-style-type: none"> -What slums are -Where slums form -Where the biggest slums are located 	<p>Lesson Question</p> <ul style="list-style-type: none"> What are the Earth’s biomes? <p>Knowledge</p> <ul style="list-style-type: none"> -The world has many different biomes -Biomes are large ecosystems -Biomes have distinct climatic conditions, flora and fauna 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is sustainability? <p>Knowledge</p> <ul style="list-style-type: none"> -What sustainability is -Examples of sustainable and unsustainable practice -How Tesla’s new technology is promoting sustainability
	<p>Lesson Question</p> <ul style="list-style-type: none"> Why do slums develop? <p>Knowledge</p> <ul style="list-style-type: none"> -Why people move to cities -Why slums are located around cities -How slums develop 	<p>Lesson Question</p> <ul style="list-style-type: none"> What affects an ecosystem? <p>Knowledge</p> <ul style="list-style-type: none"> -The different factors that affect an ecosystem -Rainfall, temperature and sunlight affect an ecosystem -Human activity affects an ecosystem 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we produce energy? (I) <p>Knowledge</p> <ul style="list-style-type: none"> -What non-renewable fuels are -What renewable fuels are -Why fossil fuels are controversial



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<p>Lesson Question</p> <ul style="list-style-type: none"> • What is life like in the slums? <p>Knowledge</p> <ul style="list-style-type: none"> -How life in a slum can be similar to my life -How life in a slum can be different to my life -What a child's life might be like 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the Tundra? <p>Knowledge</p> <ul style="list-style-type: none"> -The characteristics of the Tundra -Where the Tundra is found -The flora and fauna that inhabit this biome 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How do we produce energy? (II) <p>Knowledge</p> <ul style="list-style-type: none"> -How to draw a bar graph -How to analyse a bar graph -How renewable energy is generated
<p>Lesson Question</p> <ul style="list-style-type: none"> • What challenges do people face living in slums? <p>Knowledge</p> <ul style="list-style-type: none"> -What classifies a slum -What challenges slum communities face -Why life can be difficult in Rocinha, Kibera and Dharavi 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the Taiga? <p>Knowledge</p> <ul style="list-style-type: none"> -The characteristics of the Taiga -Where the Taiga is found -The flora and fauna that inhabit this biome 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is special about Curitiba? <p>Knowledge</p> <ul style="list-style-type: none"> -Why Curitiba introduced new city plans -How Curitiba has become more sustainable -What is special about Curitiba
<p>Lesson Question</p> <ul style="list-style-type: none"> • How can life in the slums be improved? <p>Knowledge</p> <ul style="list-style-type: none"> -What quality of life and standard of living are -How QoL and SoL can be improved -Why self-help schemes have been effective 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is the Savannah? <p>Knowledge</p> <ul style="list-style-type: none"> -The characteristics of the savannah -Where the savannah is found -The flora and fauna that inhabit this biome 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What is special about Freiburg? <p>Knowledge</p> <ul style="list-style-type: none"> -Where Freiburg is -How is Freiburg sustainable -What is special about Freiburg
<p>Lesson Question</p> <ul style="list-style-type: none"> • How can crime be tackled in slums? <p>Knowledge</p> <ul style="list-style-type: none"> -Why crime developed in slums -Programmes which have been developed to tackle crime in slums -The impact of these programmes 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How are biomes being damaged? <p>Knowledge</p> <ul style="list-style-type: none"> -How biomes are threatened by climate change -How biomes are threatened by human activity -What the future might hold for Earth's biomes 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What does the future hold? <p>Knowledge</p> <ul style="list-style-type: none"> -What energy security is -How countries can achieve energy security -What Waste to Energy is



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<p>Vocabulary</p>	<p>Slum, Settlement, Densely Populated, Inhabitant, Urbanisation, Urban, Rural, Migration, Push Factors, Pull Factors, Services, Inequality, Quality of life, Standard of living, Self-help schemes</p>	<p>Biome, Ecosystem, Climate, Deciduous, Dormant, Equator, Fauna, Flora, Latitude, Temperate, Tropics, Deforestation</p>	<p>Sustainable, Unsustainable, Renewable energy, Non-Renewable energy, Fossil fuels, Pivotal, Development, Abode, Economic, Unprecedented, Biodegradable, Controversial, Technology, Waste to energy</p>
<p>Coverage of National Curriculum</p>	<p>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</p> <p>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</p> <p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Locational knowledge - 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)</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>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</p> <p>Human and physical geography – describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - 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.</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y2 SUM Contrasting Locality- Comparing life in a contrasting country, Y3 AUT Villages, Towns and Cities – Settlements, Y4 SPR Migration – Why people move</p> <p>Subject Links – PSHE</p>	<p>Prior Learning – Y1 SPR Weather Experts – Climate around the world/Climate Change, Y3 SUM Water, Weather and Climate – climate around the world, Y4 SPR Migration – Climate change</p> <p>Subject Links – Science</p>	<p>Prior Learning – Y4 SUM Natural resources – energy sources</p> <p>Subject Links – Science, PSHE</p>



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Disciplinary Knowledge	<ul style="list-style-type: none">• Development• Cause and effect• Density and dispersion	<ul style="list-style-type: none">• Environmental characteristics• Human and environment interaction• Cause and effect	<ul style="list-style-type: none">• Human and environment interaction• Change and continuity• Development
Assessment Formative/Summative	Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result	Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result	Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result

Year 6	Unit 1 - Local Fieldwork	Unit 2 – Population	Unit 3 – Globalisation
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	Explain why and how geographers do fieldwork.	“A lack of food is the biggest population challenge of our time.” To what extent do you agree?	“Globalisation has made the world a better place.” To what extent do you agree?
Curriculum Content: Knowledge	<p>Lesson Question</p> <ul style="list-style-type: none"> Why do fieldwork? <p>Knowledge</p> <ul style="list-style-type: none"> -What fieldwork is -Why geographers do fieldwork -What sort of fieldwork geographers do 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where are all the people? <p>Knowledge</p> <ul style="list-style-type: none"> -How many people live on the planet -Where people are distributed globally -How the global population has changed in size and distribution 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is globalisation? <p>Knowledge</p> <ul style="list-style-type: none"> -What globalisation is -When globalisation began -Why the development of transport has been important for globalisation
	<p>Lesson Question</p> <ul style="list-style-type: none"> What tools do geographers use? (1) <p>Knowledge</p> <ul style="list-style-type: none"> -Why maps are important -How maps are used -How to use four and six figure grid references 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why does population change? <p>Knowledge</p> <ul style="list-style-type: none"> -Why populations grow -Reasons why death rates and birth rates change --How the UK`s population has changed 	<p>Lesson Question</p> <ul style="list-style-type: none"> How has globalisation changed the way we communicate? <p>Knowledge</p> <ul style="list-style-type: none"> -How communication has changed -That internet usage is not globally equal -The advantages and disadvantages of changing communication



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<p>Lesson Question</p> <ul style="list-style-type: none"> What tools do geographers use? (II) <p>Knowledge</p> <ul style="list-style-type: none"> -What a field sketch is -Why geographers do surveys and questionnaires -How these tools help geographers 	<p>Lesson Question</p> <ul style="list-style-type: none"> What is a population pyramid? <p>Knowledge</p> <ul style="list-style-type: none"> -What a population pyramid is -Why population pyramids are useful -How to create a population pyramid 	<p>Lesson Question</p> <ul style="list-style-type: none"> How does globalisation affect trade? <p>Knowledge</p> <ul style="list-style-type: none"> -What trade is -How trade has changed -How trade can bring advantages and disadvantages to different people 	
	<p>Lesson Question</p> <ul style="list-style-type: none"> How do geographers collect data? <p>Knowledge</p> <ul style="list-style-type: none"> -How to safely collect fieldwork data 	<p>Lesson Question</p> <ul style="list-style-type: none"> What challenges can a growing population present? <p>Knowledge</p> <ul style="list-style-type: none"> -That increased population density creates challenges -Why slums develop around rapidly growing cities -How pollution can become a serious challenge 	<p>Lesson Question</p> <ul style="list-style-type: none"> What does globalisation have to do with fashion? <p>Knowledge</p> <ul style="list-style-type: none"> -What "fast fashion" is -How the clothing industry has changed -The positive and negative impacts of the globalised clothing industry
	<p>Lesson Question</p> <ul style="list-style-type: none"> How do geographers present their data? <p>Knowledge</p> <ul style="list-style-type: none"> -Why data presentation is important -How data can be presented -How to present your data 	<p>Lesson Question</p> <ul style="list-style-type: none"> What challenges can an ageing population present? <p>Knowledge</p> <ul style="list-style-type: none"> -What an ageing population is -Why an ageing population can present challenges -Examples of challenges 	<p>Lesson Question</p> <ul style="list-style-type: none"> What does globalisation have to do with food? <p>Knowledge</p> <ul style="list-style-type: none"> -Which are the most powerful global food companies -What a TNC is -The positive and negative impacts of the globalised food industry
	<p>Lesson Question</p> <ul style="list-style-type: none"> What do geographers do with their data? <p>Knowledge</p> <ul style="list-style-type: none"> -What analysis is -What the conclusion and evaluation are -How you can answer your enquiry question 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we feed the planet? <p>Knowledge</p> <ul style="list-style-type: none"> -There is global inequality in access to food -The challenges of food production -The challenges of food distribution -Possible solutions to the problem 	<p>Lesson Question</p> <ul style="list-style-type: none"> Where will globalisation lead us? <p>Knowledge</p> <ul style="list-style-type: none"> -What globalisation is -When globalisation began -Why the development of transport has been important for globalisation



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<p>Vocabulary</p>	<p>Fieldwork, Primary Data, Secondary Data, Quantitative Data, Qualitative Data, Analysis, Conclusion, Evaluation, Accuracy, Reliability, Bias, Correlation</p>	<p>Birth rate, Death rate, Infant mortality rate, Natural increase, Natural decrease, Life expectancy, Inequality, Population, Migration, Population density, Population distribution, Rural area, Urban area, Sparsely populated, Densely populated</p>	<p>Globalisation, Imports, Exports, Trade, International trade, Politics, Culture, Cultural, Technology, Economy, Economic, Unsustainable, GDP, Revenue, TNC</p>
<p>Coverage of National Curriculum</p>	<p>Locational knowledge - 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</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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.</p>	<p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - 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.</p>	<p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning - Y2 AUT Local Fieldwork – Study of local area, Y5 SUM Energy and Sustainability – presenting data and findings</p> <p>Subject Links – Science, Maths, History</p>	<p>Prior Learning – Y3 AUT Villages, Towns and Cities – Where people live/world’s populations, Y4 SPR Migration, Y5 SUM Energy and Sustainability – Challenges of a growing population</p> <p>Subject Links - PSHE, History</p>	<p>Prior Learning – Y2 SPR We are Britain – Transport links, Y2 SUM Contrasting locality – Farming and food importance, Y4 SPR Migration – Economic opportunities, Y4 SUM Natural resources – World’s natural resources</p> <p>Subject Links – History, Science</p>



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<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Environmental characteristics • Human characteristics • Evidence and investigation 	<ul style="list-style-type: none"> • Density and dispersion • Human and environment interaction • Change and continuity 	<ul style="list-style-type: none"> • Development • Human processes • Cause and effect
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>