

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<b>What is life like in a city?</b> (contrasting location does not have to be Shanghai - Oak use Arusha in Tanzania or Kingston in Jamaica)	<b>What are the capital cities of the UK?</b> Y1 Spring recap	1	To name and locate the four capital cities of the UK, and explain what is special about a capital city.	I can state the four countries of the UK and state the four corresponding capital cities. I can locate these capital cities on a map. I can state one reason why each capital city is special.	I can identify the four countries of the UK and their capital cities, locate the capitals on a map, and explain the unique features that make each capital city special.
	<b>What is special about London?</b> Oak Y2 Cities lesson 1,2,4	2	To name and describe some of the most significant landmarks in London.	I can locate London and the River Thames on a map. I can name and describe some London landmarks. I can explain why it is important for London to have parks and green spaces.	I can locate London and the River Thames on maps and aerial photographs, describe key landmarks, and explain the importance of parks and green spaces for the city.
	<b>How would we tour London?</b> Oak Y2 Cities lesson 3&5	3	To identify different transport used in London and explain the importance of the River Thames.	I can identify and name different types of transport used in London. I can explain the importance of the River Thames to London.	I can identify and evaluate different types of transport in London, describing their advantages and disadvantages, and explain the significance of the River Thames to the city.
	<b>Where in the world is China?</b> Kapow Y1 Shanghai lesson 4	4	To name and locate the continents and oceans on a world map. To locate China on the map.	I know a continent is a large area of land. I can name the continent I live in. I can use an atlas to locate Europe on a world map. I can use an atlas to locate the rest of the continents and the oceans on a world map. I can use an atlas to locate China on a world map.	I can define a continent, locate all continents and oceans on a world map using an atlas, and identify specific countries such as China and my own continent.
	<b>What is Shanghai like?</b> Kapow Y1 Shanghai lesson 4&5	5	To describe what life is like in Shanghai.	I can name some physical and human features of Shanghai . I can sort photographs into physical and human features.	I can identify and classify the physical and human features of Shanghai, explaining the differences between them.
	<b>How is Shanghai different to our local area?</b> Kapow Y2 Shanghai lesson 6	6	To compare Shanghai to our local area.	I can describe how Shanghai is different from where I live. I can describe how Shanghai is similar to where I live.	I can compare the physical and human features of Shanghai and my local area, identifying similarities and differences and explaining their significance.
<b>Would you prefer to live in a hot or cold place?</b> WEATHER DATA COLLECTION THROUGHOUT UNIT	<b>Do we live in a hot or cold place?</b> Oak Y2 Cold Places lesson 1 Kapow Y2 Hot and Cold Places lesson 5	1	To explain what affects temperatures locally and why it is cold at the North and South poles and hot around the Equator. To know weather means short term conditions and climate means long term conditions. To know we live in a temperate climate. To know the compass points. To record our local weather.	I know that air temperatures are affected by factors such wind direction and speed, shelter and shade. I know that as Earth orbits the sun, temperatures are affected by where a place is and time of year. I know that in the Northern Hemisphere winter, the North Pole is tilted away from the sun and is darker and colder as a result. I know that while places in the Northern Hemisphere experience winter, the opposite happens in the Southern Hemisphere. I know the difference between weather and climate. I know we live in a temperate climate. I can use the compass points to describe the direction of our playground. I can record temperate and rainfall. (SET THIS UP TO RUN THROUGH THE UNIT.)	I can explain how temperature and climate are influenced by factors such as wind, shade, latitude, and Earth's tilt, distinguish between weather and climate, record temperature and rainfall, and use compass points to describe directions.
	<b>Where are the hottest and coldest places in the world?</b> Oak Y2 Cold Places lesson 2 Oak Y2 Hot Places lesson 1,2,3	2	To locate and name the seven continents. To identify the North and South polar regions and some of the world's hottest regions. To use the compass points.	I can name the seven continents. I know that Antarctica is a continent but the Arctic is frozen sea ice. I can locate the North and South Polar regions and describe some of their features. I know the hottest places (tropical rainforests and deserts) are located near the Equator and the tropics. I know the Equator is an imaginary line around the middle of the earth. I can identify some of these hot places on a map.	I can locate the seven continents, the North and South Poles, the Equator, and hot regions on a map, and explain the key features of polar and tropical areas.
	<b>What is the Arctic like?</b> Oak Cold Places lesson 3,5,7	3	To locate the Arctic Circle using maps and globes. To identify some of the wildlife and describe how it is affected by seasonal changes. To understand how people have adapted to living here.	I know that the Arctic is not a continent but is frozen sea ice. I can locate the the North pole and the Arctic circle on maps and globes. I know the Arctic is warmer than the Antarctic because the sea absorbs heat. I can name three animals found in the Arctic and give an example of how they have adapted to their environment. I can describe what it is like to live in Greenland.	I can explain the key features of the Arctic, locate the North Pole and Arctic Circle on maps and globes, describe how the environment affects animals and people, and give examples of adaptations in Arctic animals.

	<b>What is the Antarctica like?</b> Oak Y2 Cold Places lesson 4,6,8	4	To use a range of sources to describe Antarctica and its extreme weather and climate. To identify some of the wildlife and explain some reasons why people visit Antarctica.	I know the Antarctica is a continent. I can locate the South Pole and Antarctica on maps and globes. I know Antarctica is colder than the Arctic because of its high mountains and large land area. I can name two animals found in Antarctica and explain how they have adapted to the environment. I know that people visit the Antarctica for research, exploring and tourism.	I can explain the key features of Antarctica, locate the continent and South Pole on maps and globes, describe how animals have adapted to the environment, and explain human activity and the purpose of the Antarctic Treaty.
	<b>What is life like in Kenya?</b> Kapow Y2 Hot and Cold Places lesson 4	5	To describe the climate of tropical rainforests and hot deserts. To identify Kenya on a world map and describe some its human and physical features.	I can locate Kenya on a world map. I can describe some human and physical features of Kenya. I know Kenya has three types of climate (a tropical climate along the coast, desert on the north and east and temperate in the mountains). I can identify simple similarities and differences between the UK and Kenya.	I can locate Kenya on a world map, describe its key human and physical features, explain its different climate zones, and compare similarities and differences with the UK.
	<b>Would I prefer to visit a hot or cold place?</b> Kapow Y2 Hot and Cold Places lesson 6	6	To use my knowledge of hot and cold places to plan a trip.	I can recognise three features of a cold place and three features of a hot place. I can locate one cold country and one hot country on a map. I know why some countries are hotter or colder than others. I can decide whether I would prefer to live in a hot or cold region and explain my answer, referring to physical features and climate.	I can identify key features of hot and cold regions, locate countries with these climates on a map, explain why temperatures vary, and justify my choice of preferred climate using physical features and climate information.
<b>What is it like to live by the coast?</b> FIELDWORK: CLEETHORPES	<b>Where are the seas and oceans which surround the UK?</b> Kapow Y1 Coasts lesson 1	1	To locate the seas and oceans surrounding the UK.	I can name the seas and oceans surrounding the UK. I can locate the seas and oceans on a map of the UK. I can describe the location of one ocean using the compass directions.	I can identify and locate the seas and oceans surrounding the UK, and describe their positions using compass directions.
	<b>What is the coast?</b> Kapow Y1 Coasts lesson 2	2	To explain what the coast is.	I know the coast is a piece of land along the sea or ocean. I can locate some coasts of the UK.	I can define a coast, locate coasts of the UK on a map, and identify key physical and human features of coastal areas.
	<b>What are the features of the Jurassic coast?</b> Kapow Y1 Coasts lesson 3	3	To identify the physical features of the coast.	I know what a physical feature is. I can identify two physical features in a photograph of the Jurassic Coast.	I can recall the definition of a physical feature and identify physical features in photographs of the Jurassic Coast.
	<b>How do people use Weymouth?</b> Kapow Y1 Coasts lesson 4	4	To identify the human features of the coast.	I know what a human feature is. I can name two human features on the coast.	I can recall the definition of a human feature, identify human features on the coast, and explain how people use coastal areas.
	<b>How do people use Cleethorpes? (data collection)</b> Kapow Y1 Coasts lesson 5	5	To investigate how people use the coast.	I can follow a route on a map. I can identify human features. I can record data in a tally chart.	I can follow a route on a map, identify human features along the way, and record my observations accurately in a tally chart.
	<b>How do people use Cleethorpes? (findings)</b> Kapow Y1 Coasts lesson 6	6	To present findings on how people use the local coast.	I can discuss the types of human features I saw. With support, I can create a pictogram to represent how people use the local coast.	I can discuss the human features I observed on the coast, represent how people use the area using a pictogram and confidently explain my findings.