

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<b>What was the effect of early man on the geography of the UK?</b>	<b>What are physical and human features?</b> Oak Y3 land use lesson 1 TES PP	1	To describe the difference between physical and human features in geography.	I can name and locate the countries and cities of the UK. I know that human features are things that are made by people and physical features occur naturally. I know that human and physical features of the UK can be located using atlases and maps, associating them with particular regions.	I can accurately locate and compare countries, major cities, and regions of the UK using a range of maps and atlases. I can clearly distinguish between human and physical features, explain how they are formed or developed, and identify how these features influence and vary across different regions of the UK. I can use geographical vocabulary confidently and make connections between features and their locations.
	<b>Were there human features in prehistoric times?</b> TES PP	2	To recognise that human features appeared in prehistoric times.	I know that there were human features even in prehistoric times. I appreciate the significance of Stone Henge and Maiden Castle.	I can explain that human features have existed since prehistoric times and describe how and why they were created. I can explain the historical and cultural significance of sites such as Stonehenge and Maiden Castle, making links between their location, purpose, and what they tell us about prehistoric life.
	<b>What are settlements?</b> TES PP	3	To describe types of settlements and understand that human settlements appeared in prehistoric times.	I know that a settlement is a place where people live. I know that settlements can be temporary or permanent. I know the first settlements were temporary. I know permanent settlements vary in size and can be hamlets, villages, towns or cities. I know the right site is crucial for a settlement to be successful.	I can explain why Creswell Crag was a good place for a prehistoric settlement.
	<b>What is land used for?</b> TES PP Oak Y3 Land use lessons 2,3,4	4	To describe types of land use and understand that humans have different uses for land, even in prehistoric times.	I know that land use describes the function of the land. I know land use varies from place to place. I know that humans have had different uses for land, even since prehistoric times. I can identify three different uses of land from prehistoric times.	I can explain how land use varies between places and over time, including since prehistoric times, and describe and compare different types of land use.
	<b>Did prehistoric man settle near us?</b> TES PP	5	To describe aspects of prehistoric geography in the local area.	I know there are no stone circles in our local area. I know there are examples of burial mounds in Lincolnshire. I know the closest example of a prehistoric human feature is the Howe Hill bowl barrow in Wootton.	I can explain the distribution of prehistoric human features in the local area and region, identifying and comparing examples such as burial mounds in Lincolnshire and the Howe Hill bowl barrow in Wootton.
	<b>What is economic activity?</b> TES PP	6	To describe and understand economic activity including trade links in prehistoric times.	I know that trading is the way people buy and sell goods all over the world. I can appreciate how important trading was for the growth of the prehistoric settlements. I know trading began when agriculture became established.	I can explain how trading developed with the rise of agriculture and describe why trade was important for the growth and success of prehistoric settlements.
	<b>Are all settlements the same?</b>	<b>Where do people live and why?</b> Kapow Y3 Settlements lesson 1	1	To describe different types of settlements.	I know settlements vary in size. I can list the different types of settlements (hamlet, village, town, city, megacity) and identify the key features of each. I know that settlements are places where people live and work, and often have a distinct community identity. I can identify settlements on aerial photographs and OS maps.
<b>Where are the UK's main cities?</b> Oak Y3 Settlements lesson 2		2	To locate villages, towns and cities on atlases and OS maps.	I can recognise features on an OS map. I can use grid references. I can create a simple key to show land use on a map. I can use compass directions to describe the location of features on a map. I can locate the UK's main cities on a map.	I can confidently interpret OS maps by using grid references, compass directions, and map symbols, create accurate keys to represent land use, and locate and describe the position of major UK cities.

	<b>How do settlements grow?</b> Oak Y3 Settlements lesson 3	3	To describe and explain some of the reasons why settlement are established and grow.	I know that many settlements have long histories, on sites chosen for resource access, for example: water, fertile land and wood. I know that physical and human features of an area can affect why settlements start, grow and change.	I can explain why settlements were originally located where they are, linking access to resources with physical and human features, and describe how these factors have influenced settlement growth and change over time
	<b>How has our local area changed?</b> Oak Y3 Settlements lesson 4&5	4	To use old Ordnance Survey maps and photographs to identify some changes in my local area.	I know that all settlements change and develop over time, with new roads, railway lines, homes and other buildings being developed. I can investigate local maps and photographs to identify how Barton has changed.	I can explain how settlements change over time and use local maps and photographs to analyse and describe how Barton has developed.
	<b>How is land used in New Delhi?</b> Kapow Y3 Settlements lesson 5	5	To locate new Delhi and identify land use there.	I can describe New Delhi's location. I can recognise human and physical features in New Delhi. I can discuss how land is used in New Delhi. I can locate features on a map.	I can explain the location, human and physical features, and land use of New Delhi, and accurately locate and describe these features on a map
	<b>How does land use in New Delhi compare with Barton?</b> Kapow Y3 Settlements lesson 6	6	To compare land use in two different locations.	I can state some similarities between features in New Delhi and my local area. I can state some differences between features in New Delhi and my local area. I can describe the ways settlements and land use can be different.	I can compare and contrast the features and land use of New Delhi with my local area, explaining similarities, differences, and how settlements develop differently.
<b>Rivers: what is special about them?</b>	<b>What is the water cycle?</b> Kapow Y4 Rivers lesson 1 Oak Y3 The Water Cycle lesson 1	1	To describe how the water cycle works.	I can state the different ways water is stored. I can state the different ways water moves. I can state how water is recycled.	I can explain how water is stored, moves through the environment, and is recycled within the water cycle
	<b>Why are rivers important?</b> Oak Y3 Rivers lesson 1 Kapow Y4 Rivers lesson 4	2	To know the key features of a river system and describe the processes happening in them. To know how rivers are used.	I know that settlements grew alongside rivers. I know that rivers are used by humans to fill reservoirs, do activities, create hydroelectricity and transport things. I know that rainwater that falls on the ground is drained by rivers. I know that the area of land drained by rivers is called a drainage basin. I understand that rivers flow from their source in the hills or mountains to their mouth where they enter the sea or lake.	I can explain how rivers shape settlements and human activity, describe the flow of rivers from source to mouth, understand drainage basins, and explain how rivers are used for water supply, transport, and energy.
	<b>How is a river formed?</b> Kapow Y4 Rivers lesson 2 Oak Y3 Rivers lesson 3	3	To recognise the features and courses of a river.	I can state where a river starts and ends. I can describe the three courses of a river. I can name the features of a river, understanding that different landforms are usually associated with the different courses. I know that the width and depth of rivers get larger and the river gets faster as it flows from source to mouth.	I can explain the course of a river from source to mouth, describe its main features and landforms, and understand how its width, depth, and speed change along its course
	<b>What can we find out about our local river?</b> Kapow Y4 Rivers lesson 3&5	4	To locate different world and UK rivers, describe features found along the River Humber and identify how the river is used.	I can locate rivers on a map. I can create a key on a map. I can name some of the world's longest rivers. I can name which continents the longest rivers are in. I can state where the River Humber starts and ends. I can describe some of the features of the River Humber. I can use grid references to describe the location of features.	I can locate rivers on maps using grid references, create accurate keys, identify the world's longest rivers and their continents, and describe the course and key features of the River Humber.

	<p><b>What happens when a river floods?</b> Oak Y3 Rivers lessons 4&amp;5</p>	5	To identify the impact of flooding and describe ways the risk can be reduced.	<p>I know that rivers flood when they can't hold all the water that is entering into them from tributaries, the soil and the rock.</p> <p>I know that heavy rainfall is a common cause of flooding. I know humans can make flooding more likely because of deforestation and building hard surfaces. I know flooding can cause short term and long-term problems. I understand the importance of warning people of the imminent danger of flooding. I know the risk can be reduced by building embankments and planting trees.</p>	<p>I can explain the natural and human causes of river flooding, describe its short- and long-term impacts, and evaluate ways to reduce risk and warn communities.</p>
	<p><b>Why is the River Nile so famous?</b> Oak Y3 Rivers lesson 8</p>	6	To locate key rivers in Europe and the rest of the world, describing a journey down the Nile and identifying how the river is used.	<p>I know the Nile, Amazon, Yangtze, Mississippi, Murray and Volga are the longest rivers in each continent.</p> <p>I know that the Antarctica doesn't have any permanent long rivers. I know that the Nile is the longest river in the world and has two major tributaries the White Nile and the Blue Nile.</p> <p>I know the Nile flows through Cairo and then the river splits into lots of different channels (a delta). I know how important the Nile was for the development of Egypt. I can list ways the Nile is used.</p>	<p>I can identify the world's longest rivers and their continents, explain the course, features, and tributaries of the Nile, describe its delta, and explain its importance for the development of Egypt and how it is used today</p>