

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
What are climate zones and biomes?	What is climate? Oak Y3 Climate zones lesson 1&2 Kapow Y3 Antarctica lesson 1	1	To understand the position of the Earth in space in relation to the sun and why we have day and night. I can explain what lines of longitude and latitude are and how this affects climate.	I understand the position of the Earth in space in relation to the sun and how this affects climate. I know the top and bottom of the earth are called poles. I know the position of a country on the earth will affect its climate. I know what lines of latitude and longitude are. I can identify climate zones (equatorial, tropical, desert, temperate, arctic and polar) on a world map. I know the further away from the Equator the colder the temperature will be.	I can explain how the Earth's position in space, latitude, and distance from the Equator affect climate, identify poles and lines of latitude and longitude, and locate and describe different climate zones on a world map.
	What are time zones? Oak Y6 Time zones lessons 1,2,4	2	To identify the Prime Meridian and understand time zones.	I know why we have day and night. I know that lines of longitude give our position in degrees east or west of the Prime Meridian. I can identify the Prime Meridian and know it runs through London. I know that the globe is divided into zones of time. I know time zones can affect travel.	I can explain why we have day and night, understand how longitude and the Prime Meridian determine position and time, and describe how time zones affect travel
	What is the difference between a climate zone and a biome? Oak Y3 Climate zones lesson 4	3	To understand and explain the difference between climate zones and biomes.	I know a biome is a large region of the world with places that have a similar climate and similar plants and animals. I know a climate zone is an area with similar climate and weather conditions. I know climate zones and contain more than one biome. I know the six biomes (tropical rainforest, savannah, desert, temperate deciduous forest, boreal forest, tundra) and can identify them on a map.	I can explain the difference between biomes and climate zones, identify the six main biomes, and describe their climate, plants, and animals, linking them to their location on a world map.
	What is life like in a hot desert biome? Kapow Y5 Desert all lessons	4	To know the key features of the Mojave desert and compare this biome to our local area.	I can identify the latitude of hot desert biomes. I can describe the climate and weather in a hot desert biome. I can give examples of plants and animals in a hot desert biome. I can locate the Mojave desert and identify the physical and human features. I can identify the similarities and differences between the Mojave desert and the UK.	I can describe the climate, weather, plants, and animals of hot desert biomes, locate deserts such as the Mojave, identify their physical and human features, and compare them with the UK
	What is life like in a polar desert biome? Kapow Y3 Antarctica lesson 2&3	5	To know the key features of Antarctica and compare this biome to our local area.	I can identify the latitude of the cold polar biomes. I can describe the weather and landscape in Antarctica. I can use an atlas and globe to locate Antarctica. I can describe the physical and human features of Antarctica. I know who visits Antarctica and why. I know how people adapt to life in a polar climate. I can describe similarities and differences between life in the UK and in Antarctica.	I can locate Antarctica using a globe and atlas, describe its climate, landscape, physical and human features, explain how people adapt to life there, and compare life in Antarctica with life in the UK
	Does climate change matter? Oak Y3 Climate zones lesson 6	6	To recognise that sudden changes in climate have an effect on living things.	I know some human activity is adversely affecting the planet. I can recognise that sudden changes in climate have an effect on living things. I know about some of the effects of climate change. I can identify three things I can do to help climate change.	I can explain how human activity contributes to climate change, describe its effects on the environment and living things, and suggest ways to reduce its impact.
How is the Lake District different to North Italy?	The U.K. - who are we? Oak Y4 The UK lesson 1&2	1	To name and locate some of the UK's regions and counties. To identify the climate zone and biome.	I know the UK is made up of four countries. I know the UK is divided into regions and counties. I can name and locate some of the UK's regions and counties. I know that the physical features of the UK are very diverse. I know the UK is in a temperate climate zone and temperate deciduous forest biome.	I can describe the countries, regions, and counties of the UK, locate them on a map, explain its diverse physical features, and link its location to its temperate climate and deciduous forest biome.
	Why is the Lake District a National Park? Oak Y4 Lake District lessons 1,2,4	2	To locate the Lake District and identify its key human and physical features using geographical language and maps. To explain some of the impact of climate on the residents of the Lake District.	I know what a National Park is. I can locate the Lake District on a map. I know the Lake District is a region of mountains and lakes in the northwest of England and most of it is National Park. I can identify some of the places which make the Lake District special. I can identify key physical and human features. I can identify the climate of the Lake District and how this impacts the residents.	I can locate the Lake District on a map, describe its mountains, lakes, climate, and National Park status, identify key physical and human features, and explain how its environment impacts residents

	What is special about the landscape? Oak Y4 Lake District lesson 3, 5,6	3	To identify some of the processes that have caused the landscape, how it is used and how it is being affected. To describe how the landscape is used by the people who live there and the visitors. To explain how human activity is affecting the landscape of the Lake District.	I know there are three main processes that have created the mountains: collision of tectonic plates, volcanic activity, erosion by glaciers. I know there are three main processes that have caused the lakes: high rainfall, deep glacial valleys, volcanic rock stops water draining away. I know why tourists are attracted to the area and how vital tourism is to the locals. I can appreciate how human activity is affecting the Lake District.	I can explain how mountains and lakes in the Lake District were formed by tectonic activity, volcanic processes, glaciers, and rainfall, and evaluate how tourism and other human activity affect the environment and local communities
	Europe - who are we? Oak Y4 Europe lessons 1,2,3,4	4	To use maps, atlases and globes to locate the continent of Europe, its countries and key cities. To identify the different climate zones and biomes.	I can use an atlas, maps and a globe to locate the continent and countries and main cities of Europe. I know that the physical features of Europe are very diverse. I know that Europe does not belong to a single climate zone but spans several (the temperate climate found in the west, the Mediterranean climate in the south, and the humid continental climate in the central and eastern regions. Northern Europe features polar climates, while mountainous areas have their own distinct highland climates). I know there are various biomes within Europe (temperate forests, taiga (boreal forests), grasslands, tundra, and Mediterranean forests).	I can locate the continent, countries, and major cities of Europe using maps, atlases, and a globe, describe its diverse physical features, explain its range of climates, and identify the main biomes found across the continent
	What is it like to live in Northern Italy? Oak Y4 Northern Italy lessons 1,2,3,4	5	To use maps to locate Northern Italy and identify its key human and physical features. To compare these features to the Lake District. To investigate what it is like to live in Northern Italy.	I can use maps to locate Northern Italy. I can identify the key physical and human features in Northern Italy and compare these to the Lake District. I can state in simple terms what village and town life is like in Northern Italy.	I can locate Northern Italy on a map, describe its key physical and human features, compare them with the Lake District, and explain what village and town life is like in the region
	Why might tourists want to visit Northern Italy? Oak Y4 Northern Italy lessons 5&6	6	To name some physical and human features that attract tourists. To identify problems this may cause and compare this to the Lake District.	I know the location and features of Venice that attract tourists. I can reflect on the impact of tourism and compare this to the Lake District.	I can describe Venice's location and features that attract tourists, evaluate the impact of tourism, and compare it with the Lake District.
	How is the earth constructed? Kapow Y3 Volcanoes lesson 1	1	To name and describe the layers of the earth.	I can name and order the four layers of the Earth. I can state a fact about each layer of the Earth. I know what a tectonic plate is.	I can describe the four layers of the Earth, explain key facts about each, and understand the concept of tectonic plates
Mountains, volcanoes and earthquakes: what, where, why?	Where and how are mountains formed? Kapow Y3 Volcanoes lesson 2 Oak Y4 Mountains and volcanoes lesson 1	2	To explain how and where mountains are formed.	I know that a mountain is formed by tectonic plates. I know that most mountains are found on or near plate boundaries. I know there are three common types of mountain: fold, fault-block and dome. I know that mountains are formed over millions of years during which time they are shaped by the action of weathering and erosion. I can name a mountain range and state which continent it is in.	I can explain how mountains are formed by tectonic activity, describe the three main types of mountain, explain how weathering and erosion shape them over time, and identify a mountain range and its continent.
	Why and where do we get volcanoes? Kapow Y3 Volcanoes lesson 3 Oak Y4 Mountains and volcanoes lesson 4	3	To explain why volcanoes happen and where they occur.	I can explain how volcanoes form and describe their features. I know that a volcano is a crack in Earth's crust from which lava is emitted. I know volcanoes are formed at the boundaries of tectonic plates. I can describe where to find volcanoes globally. I can list the three ways volcanoes can be classified.	I can explain how volcanoes are formed and where we can find the ring of fire, explaining the impact of living here.
	What are the effects or a volcanic eruption? Kapow Y3 Volcanoes lesson 4 Oak Y4 Mountains and volcanoes lesson 5	4	To recognise the positive and negative effects of living near a volcano.	I can describe the negative (danger posed to people and communities from the eruption of lava, poisonous gases and ash) and positive (cultivation of fertile soils, income from tourism, mineral extraction and geothermal energy) effects of living near a volcano. I can summarise why one in twenty of the world's population live near active volcanoes.	I can explain the positive and negative effects of living near a volcano and evaluate why a significant number of people choose to live in these high-risk areas.
	What are earthquakes are where do we get them? Kapow Y3 Volcanoes lesson 5 Oak Y5 Earthquakes lesson 1,2,3	5	To explain what causes an earthquake, how they are measured and the location of major earthquake zones.	I can state that an earthquake is caused by movement in the tectonic plates. I know that earthquakes happen at the plate boundaries. I can explain the location of major earthquake zones. I know earthquakes are measured using a seismometer using the Richter scale. I can describe the negative effects of earthquakes.	I can explain how earthquakes are caused by tectonic plate movement, describe where major earthquake zones are, understand how they are measured, and evaluate their negative effects.

	<p>How can we keep people safe? Oak Y5 Earthquakes lesson 5 Kapow Y3 Volcanoes lesson 5</p>	<p>6 To describe and explain how the impact of an earthquake or volcano can be lessened by being prepared and that different parts of the world have different capacities to respond. Case studies: Japan 2011 / Turkey 2023</p>	<p>I can investigate the measures that governments can put in place to lessen the effects of earthquakes or volcanoes. I can investigate what families can do to lessen the effects of earthquakes and volcanoes. I know that wealthier nations are more prepared than poorer nations to deal with the effects.</p>	<p>I can explain ways that governments prepare for volcanic eruptions or earthquakes to help minimise destruction and evaluate their effectiveness.</p>
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