

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<b>Why are trees and forests important?</b>	<b>What trees do we grow locally?</b> Oak Y5 Trees lesson1&2	1	To identify some common British trees, and map some in the local area, deciding whether the woodland is seminatural ancient woodland, replanted ancient woodland or a recent plantation.	I know that trees provide a wide range of natural resources that are used by humans and wildlifires. I know that trees absorb carbon, helping to reduce climate change.I know that trees have features that can help with species identification, including the location where they grow. I know that maps provide a range of clues that can give us information about how land is and has been managed. I understand that tree symbols on maps are also useful in distinguishing broadleaf trees from conifer plantations. I know that semi-natural ancient woodlands are of high ecological and heritage value.	I can analyse the role of trees in providing resources and supporting wildlife, evaluate their importance in reducing climate change, and use their features and map symbols to identify species and land management. I can explain the ecological and heritage value of semi-natural ancient woodlands.
	<b>How have the UK's forests changed?</b> Oak Y5 Trees lesson 3	2	To use maps and data sources to identify changes in the UK's woodlands and forests.	I know that without the influence of humans the UK would mainly be woodland and forest. I know that woodlands in 2023 covers 13% of UK land. I know that woodland has been cut down through history to make way for farming, settlements and transport links. I can compare old and new maps to identify changes in woodland over time.	I can analyse how human activity has changed the UK's woodland cover over time, evaluate the impact of deforestation for farming, settlements, and transport, and compare historical and modern maps to identify and explain these changes.
	<b>Where in the world are the forests?</b> Oak Y5 Trees lesson 4	3	To identify and locate forests globally using atlases	I know that there are more than 60,000 species of tree across the world and forests cover about a third of its land mass. I know what a biome is. I can classify the world's forest biomes using boreal, temperate and tropical. I know that deciduous trees lose their leaves in autumn and evergreen trees keep their leaves all the year around.	I can classify the world's forests into boreal, temperate, and tropical biomes, analyse the differences between deciduous and evergreen trees, and evaluate the global distribution and significance of forests and tree species.
	<b>What is the Amazon rainforest like?</b> Kapow Y4 Rainforests lesson 1&2	4	To use maps to locate the tropical forest biomes and describe the characteristics of each layer of the Amazon rainforest.	I can use an atlas to find the location of the Amazon rainforest. I can use photographs and maps to list some features of the Amazon rainforest. I can name the four layers of a tropical rainforest. I can describe the characteristics of each layer. I can describe how vegetation has adapted to living in a rainforest.	I can locate the Amazon rainforest using maps and an atlas, analyse its physical features and the characteristics of its four layers, and evaluate how vegetation has adapted to survive in this environment.
	<b>How are rainforests changing?</b> Oak Y5 Trees lesson 5 / Kapow Y4 Rainforests lesson 4	5	To know the significance of forests to the local community and understand the effects of deforestation.	I know that maps can give us information about the location and extent of forests globally. I know that some parts of the world, such as the Amazon, are experiencing deforestation. I can investigate satellite imagery (eg from the NASA Earth Observatory website) to identify how much deforestation has happened. I know that deforestation impacts on local and global communities in many different ways.	I can explain why tropical rainforests are important and describe how humans harm the rainforest, identifying how we can make positive changes.
	<b>How sustainable is our school?</b> Kapow Y4 Rainforests optional lesson	6	To create an action plan by investigating how we can better use resources in school to work towards minimising the effects of deforestation. FIELDWORK	I can identify different types of resources used in my school and how they are consumed. I can work in a team to research and suggest ways to reduce, reuse or recycle a resource. I can present a simple sustainability action plan and explain how it could improve my school's sustainability.	I can analyse how resources are used and consumed in my school, evaluate ways to reduce, reuse, and recycle them, and create and justify a sustainability action plan to improve my school's environmental impact.
<b>Coasts and oceans - what happens when the land meets the sea?</b>	<b>What is the coast?</b> Oak Y6 Coast lesson 1&2 / Kapow Y5 oceans lesson 1	1	To explain what a coast is and use maps to locate the seas surrounding the UK as well as the world's oceans. To relate these to the water cycle and understand how we use oceans.	I know that a coast is a strip of land made of rock, sand, mud or gravel, that meets the sea or ocean. I know that the UK has a lot of coastline and is surrounded by the North Atlantic Ocean, the North Sea, the Irish Sea, and the English Channel.I know that the UK coastline has a great diversity of features so the land can be used in many different ways. I can describe the ocean's place in the water cycle.I can explain why the ocean is important to our planet.	I can analyse the UK's coastline and its diverse features, evaluate how it is used by humans, explain the role of the ocean in the water cycle, and assess its importance for the planet.

	<b>What is coastal erosion?</b> Oak Y6 Coasts lesson 3 &4	2	To describe coastal processes and understand how coastal erosion affects people's lives	I know that the coastline is eroded by the actions of the wind, waves and human activity. I know that erosion can create landforms such as caves, arches and sea stacks. I know that hard rock is eroded slowly and creates headlands, soft rock erodes quickly and creates bays. I understand that maps can be used to identify headlands and bays formed by hard and soft rock. I appreciate that coastal communities at risk are deeply affected by changes caused by erosion, flooding or sea level rise.	I can analyse how coastal erosion shapes landforms such as caves, arches, headlands, bays, and sea stacks, evaluate the impact of erosion, flooding, and sea level rise on coastal communities, and use maps to identify and explain these features.
	<b>How can the land be protected?</b> Oak Y6 Coasts lesson 5	3	To name and describe different types of coastal protection and discuss their effectiveness.	I know that some people living on the coast are at risk of losing their homes because of coastal erosion. I know that coastlines can be protected via hard or soft engineering techniques including sea walls, groynes and beach nourishment.	I can explain the risks coastal erosion poses to communities and evaluate how hard and soft engineering techniques, such as sea walls, groynes, and beach nourishment, can protect coastlines.
	<b>What is the Great Barrier Reef and how is it suffering?</b> Kapow Y5 Oceans lesson 2&3	4	To locate and describe the significance of the Great Barrier Reef. To identify some of the threats it faces and explain why this matters to the wildlife.	I can identify the location of the Great Barrier Reef. I can discuss the benefits of coral reefs. I can begin to understand the threats to coral reefs. I can explain in simple terms the way human activity is changing our marine environments.	I can locate the Great Barrier Reef, analyse the benefits and threats to coral reefs, interpret thematic maps of marine environments, and evaluate how human activity is affecting oceans.
	<b>How is climate change affecting our coasts?</b> Oak Y6 Oceans lesson 8	5	I can discuss the impacts of climate change on the coast and explain what we can do to protect it.	I know that increased greenhouse gases in the atmosphere as a result of human activity are causing rapid climate change. I know that rapid climate change is a problem as people and animals can't adapt quickly enough to change. I can describe how humans will be impacted by changing ocean conditions. I know that sea level rise is one change caused by increased temperatures as ice caps melt and water expands. I know that ncreased energy in the atmosphere and oceans increases the risk of extreme weather.	I can explain how human activity increases greenhouse gases and drives rapid climate change, analyse its impacts on people, animals, and oceans, and evaluate the risks of sea level rise and extreme weather.
	<b>What can we do to help our beaches and oceans?</b> Kapow Y5 Oceans lesson 4	6	To understand ways we can keep our beaches and oceans healthy. FIELDWORK	I can explore ways to support our beaches and oceans. I know the importance of trying to avoid buying single-use plastics; recycling any plastics where possible; only buying what you need, or buying second-hand; re-use or re-purposing items; teaching others about the ocean; only buying the seafood you need; trying to use natural fertilisers in gardens and walking or cycling if you can.	I can evaluate and suggest practical ways to protect beaches and oceans, including reducing single-use plastics, recycling, reusing, sustainable consumption, teaching others, and adopting environmentally friendly practices.
<b>North and South America - how diverse are their places and landscapes?</b>	<b>Where in the world are the Americas?</b> Oak Y5 Americas lesson 1	1	To locate selected countries in North and South America on a map, identify lines of latitude and longitude, and start to appreciate the size of these continents. To understand that time zones can have an effect on travel.	I know that a continent is usually defined as a group of countries on a continuous landmass with associated islands. I know that North and South America are huge continents, joined by central America. I know that North and South America are huge and have a diverse range of environments; they are popular travel destinations. I know that paper and digital atlases and maps can be used to investigate the location of North and South America.	I can explain what a continent is, locate North and South America using maps and atlases, and analyse their size, diverse environments, and appeal as travel destinations.
	<b>Is it always hot in the Americas?</b> Oak Y5 Americas lesson 2	2	To use climate data to investigate and describe different climates in North and South America.	I know there is a diverse range of landscapes and several major river systems in North and South America. I know there is a diverse range of climate zones in North and South America. I know there is a diverse range of biomes and vegetation belts in North and South America.	I can analyse the diverse landscapes, river systems, climate zones, biomes, and vegetation belts of North and South America, and use atlases and maps to investigate and explain their key physical features.
	<b>What is the physical geography like?</b> Oak Y5 Americas lesson 3	3	To describe the key features of the physical geography of North and South America, including a range of landscapes and biomes. LINK TO WORK DONE IN AUTUMN ON AMAZON RAINFOREST	I know there is a diverse range of landscapes in North and South America. I know there is a diverse range of biomes in North and South America.	I can investigate and analyse the diverse landscapes and biomes of North and South America, and use a variety of resources to explain their key physical features.
	<b>What is the human geography like?</b> Oak Y5 Americas lesson 4	4	To describe key features of the human geography of the Americas, including population distribution and major cities.	I know that settlements are established and grow for different reasons. I know that some areas of North and South America are more populated than others. I know there are many major world cities in North and South America. I appreciate that the key human features of North and South America can be investigated using a wide range of resources, atlases and maps.	I can explain why settlements are established and grow, analyse population distribution in North and South America, identify major cities, and use a range of resources, maps, and atlases to investigate key human features.

	<p><b>Are all Americans wealthy?</b> Oak Y5 Americas lesson 5</p>	5	To describe economic activities in the Americas and make comparisons between countries.	<p>I know that there is a diverse range of economic activities in North and South America. I know that there are inequalities between the lives of people within and between countries. I know that different indicators can be used to measure how well a country and its people are doing.</p>	I can analyse the diverse economic activities across North and South America, evaluate inequalities within and between countries, and use different indicators to assess the well-being of countries and their populations.
	<p><b>Where should Mrs Honess visit?</b> Oak Y5 Americas lesson 6</p>	6	To use research to design a trip covering six geographical highlights of North and South America.	<p>I know people are attracted to visit places as tourists for different reasons. I know there are lots of different physical and human landmarks in the Americas and these can be mapped. I know that physical features such as mountain ranges, rivers and the coastline can be part of a tourist itinerary. I know that major cities are often used as transport hubs which act as a starting point from which tourists can explore an area.</p>	I can analyse why people are attracted to visit places in the Americas, evaluate the role of physical and human landmarks in tourism, and explain how major cities and transport hubs support tourist activities.