



GEOGRAPHY

KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about local human and physical features		Children learn about human and physical features and climates of different countries from around the world
NC Objectives	<ul style="list-style-type: none"> Name and locate the world's seven continents Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Use world maps, atlases and globes to identify the countries and continents taught at this key stage 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 		<ul style="list-style-type: none"> Name and locate the world's seven continents Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Use world maps, atlases and globes to identify the countries and continents taught at this key stage
Substantive Knowledge	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the seven continents on a map They will be able to say which continent we live in and locate the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Children will be able to use basic vocabulary to refer to human and physical features <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the countries above. They will use simple compass directions to explain where the country is in relation to the UK 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the seven continents on a map They will be able to say which continent the country they are studying is on <p>Place Knowledge</p> <ul style="list-style-type: none"> Children will be able to identify the human and physical features of Morocco, Indonesia, Australia They will be able to identify similarities and differences between the countries <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Children will be able to identify the location of hot areas on a map, using the Equator to help them <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps They will use simple compass directions
Disciplinary Skills	<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are a 2D representation of Earth Apply compass point knowledge to locate and describe location of the UK countries in relation to each other Compare and contrast the countries that have learnt about usings maps, photographs and videos to make comparisons 		<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are a 2D representation of Earth Use maps, photographs and videos to make comparisons Understand how weather patterns and climate impacts on the food that can be grown in different countries Understand hot and cold locations in the world
Vocabulary	beach, cliff, coast, forest, sea, town, village, farm, house, harbour, shops		world, Earth, continent, map, country, location, climate, river, mountain, sea, equator, polar, tropical
Assessment	<p>End of Unit Workout</p> <ul style="list-style-type: none"> Label the human and physical features of our locality 		<ul style="list-style-type: none"> Label the continents on the maps and identify continents that have a polar or tropical climates

	SPRING 2	SUMMER 1	SUMMER 2
Description		Children learn about the four countries of the United Kingdom. They will learn about the key human and physical features of them and look at the four capital cities. They will identify the surrounding seas of the UK..	
NC Objectives		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries 	
Substantive Knowledge		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will name and locate the four countries of the UK Children will be able to name and locate each country of the UK's capital city <p>Place Knowledge</p> <ul style="list-style-type: none"> Children will learn about key human and physical features in each country of the UK <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the countries above. They will use simple compass directions to explain where the country is in relation to the UK 	
Disciplinary Skills		<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are 2D representations of Earth Compare and contrast the four countries of the UK based on their human and physical features Describe the location of the four countries of the UK in relation to each other using simple compass points 	
Vocabulary		United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast	
Assessment		<p>End of Unit Workout</p> <ul style="list-style-type: none"> Children will label the four countries of the UK and their capital cities on a map Children will label the surrounding seas of the UK on a map Children will be able to identify key human and physical features from each country 	



GEOGRAPHY

KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Children learn about the four countries that make up the UK and their human and physical features	Children will learn to locate and name the world's seven continents and five oceans
NC Objectives		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use world maps, atlases and globes to identify the countries and continents taught at this key stage Use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans taught at this key stage Use simple compass directions and locational and directional language to describe the location of features
Substantive Knowledge		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the four countries of the UK and their capital cities Children will be able to name and locate the surrounding seas of the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Children will be able to use basic vocabulary to refer to human and physical features <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the countries above They will use simple compass directions to explain where the country is in relation to the UK 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the seven continents on a map They will be able to name and locate the five oceans on a map <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the seven continents and five oceans They will use simple compass directions to explain where the country is in relation to the UK
Disciplinary Skills		<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are 2D representations of Earth Compare and contrast the four countries of the UK based on their human and physical features Describe the location of the four countries of the UK in relation to each other using simple compass points 	<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are a 2D representation of Earth Compare and contrast the continents that they have learnt about using maps, photographs and videos to make comparisons
Vocabulary		United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast	world, Earth, continent, ocean, Asia, Africa, North American, South America, Antarctica, Europe, Australia, Pacific, Atlantic, Southern, Arctic, Indian
Assessment		<p>End of Unit Workout</p> <ul style="list-style-type: none"> Children will label the four countries of the UK and their capital cities on a map Children will label the surrounding seas of the UK on a map Children will be able to identify key human and physical features from each country 	<p>End of Unit Workout</p> <ul style="list-style-type: none"> Label the continents on a map Label the oceans on a map

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children will learn about the weather patterns on Earth, looking at the Equator and the Poles
NC Objectives			<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Substantive Knowledge			<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the seven continents on a map They will recognise where the Equator, Poles and UK are on a map <p>Place Knowledge</p> <ul style="list-style-type: none"> Children will be able to identify the human and physical features at the Equator, the Poles and in the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Children will be able to identify the location of hot areas on a map, using the Equator to help them <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the Equator, Poles and UK They will use simple compass directions to explain where they are in relation to each other
Disciplinary Skills			<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are a 2D representation of Earth Compare and contrast the areas that have learnt about usings maps, photographs and videos to make comparisons Understand hot and cold locations in the world
Vocabulary			Earth, Equator, North Pole, South Pole, map, location, tropical, polar
Assessment			<p>End of Unit Workout</p> <ul style="list-style-type: none"> Label the Equator, Poles and UK on a map Identify areas that have a polar climate Identify areas that have a tropical climate



GEOGRAPHY

LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description			To learn about natural disasters and why they occur with a particular focus on volcanoes and earthquakes.
NC Objectives			<ul style="list-style-type: none">• Understand the location and characteristics of a range of the world's most significant human and physical features.• Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.• Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes.
Substantive Knowledge			<ul style="list-style-type: none">• To describe and understand key aspects of physical geography, specifically volcanoes and earthquakes• To locate Italy on a world map and identify the key physical and human characteristics.• To locate some key mountains/volcanoes on a world map.
Disciplinary Skills			<ul style="list-style-type: none">• To use eight points of a compass and four-figure grid references to build their knowledge of the wider world.• To use digimaps to locate volcanoes and see where they lie in relation to tectonic plates.
Vocabulary			Crust, mantle, outer core, inner core, tectonic plates, volcano, earthquake, tsunami, convergent, divergent, transform, shield, composite, lava dome, cinder cone, active, dormant, extinct
Assessment			End of Unit Workout: 'Why do volcanic eruptions occur?'

	SPRING 2	SUMMER 1	SUMMER 2
Description	To learn about natural disasters and why they occur with a particular focus on volcanoes and earthquakes.	Locate Amazon Rainforest and understand climate zones and other features.	
NC Objectives	<ul style="list-style-type: none"> • Understand the location and characteristics of a range of the world's most significant human and physical features. • Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes. 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America • Physical geography, including: climate zones, biomes and vegetation belts and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	
Substantive Knowledge	<ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, specifically mountains, volcanoes and earthquakes • To locate Italy on a world map and identify the key physical and human characteristics. • To locate some key mountains/volcanoes on a world map. 	<ul style="list-style-type: none"> • Be able to locate the Amazon Rainforest in South America on a map • To be able to identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America 	
Disciplinary Skills	<ul style="list-style-type: none"> • To use eight points of a compass and four-figure grid references to build their knowledge of the wider world. • To use digimaps to locate volcanoes and see where they lie in relation to tectonic plates. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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, graphs and digital technologies 	
Vocabulary	Crust, mantle, outer core, inner core, tectonic plates, volcano, earthquake, tsunami, convergent, divergent, transform, shield, composite, lava dome, cinder cone, active, dormant, extinct	Equator, climate, weather, humid, species, adaptation, deforestations,	
Assessment	'Why do volcanic eruptions occur?'	<ul style="list-style-type: none"> • End of Unit Workout - What is life like in the Rainforest? • Debate - Should the Amazon Rainforest be preserved as a natural habitat or developed for human use? 	



GEOGRAPHY

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children to read a map and locate some key countries in the world and some cities and counties in the UK.		
NC Objectives	<ul style="list-style-type: none"> • 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. • Name and locate counties and cities of the United Kingdom and identify key topographical features. 		
Substantive Knowledge	<ul style="list-style-type: none"> • Name and locate a number of countries in the Northern Hemisphere (Canada, Japan, India, Mexico, Norway, Switzerland) • Name and locate some well known European countries (Spain, France, Italy, Greece, Germany inc Russia) • Name and locate capital cities of neighbouring European countries (Spain, France, Italy, Greece and Germany) • Locate four mountains: Mt Everest, Mt Fuji, Mt Kilimanjaro and Mt Etna • Name 6 cities in the UK and locate them on a map: Birmingham, Southampton, London, Bristol, Newcastle, Bath • Name counties of England and locate them on a map: Hampshire, Dorset, Wiltshire, Berkshire, Surrey and Sussex • Name countries in the Southern Hemisphere: South Africa, Australis, Brazil, Indonesia, New Zealand and Chile 		
Disciplinary Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom • Use fieldwork to observe, measure, record and present the human and physical features in the local area 		
Vocabulary	Longitude, latitude, Northern hemisphere, southern hemisphere, time zones, sphere, atlas, mountains, countries, counties		
Assessment	Children to label as many parts of a world map and map of UK as possible.		

	SPRING 2	SUMMER 1	SUMMER 2
Description	To explore settlement and migration from Vikings and Anglo-Saxon times to modern day.		To explore some of the different biomes across the world, including in Egypt and the UK.
NC Objectives	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country To 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 		<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
Substantive Knowledge	<ul style="list-style-type: none"> To understand some of the Anglo-Saxons reasons for migrating looking at the push factors for a region of Europe (Denmark, Germany and the Netherlands) and the pull factors for the UK at the time Understand differences between towns, villages, cities Understand terms 'settlement' and 'migration' mean To 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 		<ul style="list-style-type: none"> To explore the two main biomes in Egypt: the desert and Nile River Valley. Compare their vegetation belts. To explore temperate deciduous forest biome (links local area New Forest) To briefly explore the tropical rainforest biome To explore the polar ice caps biome (Arctic and Antarctic) To explore the tundra biome (Arctic)
Disciplinary Skills	<ul style="list-style-type: none"> Plan a geographical route from school to the high street Create a bar chart to identify the number of different facilities in my town Use maps and digital computer mapping to locate Use eight points of a compass Use fieldwork to observe and measure the human features in the local area using digital technologies 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present human features in the local area including sketch maps, plans and graphs.
Vocabulary	Settlement, residential, commercial, industrial, agricultural, recreational, transportation, push factors, pull factors, village, town, city, population, environment		Desert, Nile River Valley, biomes, vegetation, arid, sand dunes, rocky terrain, fertile, agriculture, flora/fauna, oasis, adaptation, dune, xerophyte, floodplain, irrigation, deciduous, canopy, understory, biodiversity, glacier, permafrost, moss, lichen
Assessment	End of unit essay - Why do people choose to migrate?		End of unit essay: Why is it important for us to understand and protect different biomes around the world?



GEOGRAPHY

UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description			Children study the features of rivers and visit a local river to conduct fieldwork
NC Objectives			<ul style="list-style-type: none"> • Understand the location and characteristics of a range of the world's most significant human and physical features. • Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Substantive Knowledge			<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • human geography, including: the distribution of natural resources including energy, food, minerals and water
Disciplinary Skills			<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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.
Vocabulary			river source mouth erosion sediment deposition tributary
Assessment			Explain the impact rivers have on people's lives (essay)

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children study the features of rivers and visit a local river to conduct fieldwork	National parks - children compare the New Forest to Yellowstone National park	
NC Objectives	<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 	<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 	
Substantive Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: the distribution of natural resources including energy, food, minerals and water 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</p> <ul style="list-style-type: none"> 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 physical geography, including: climate zones, biomes and vegetation belts <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: the distribution of natural resources including energy, food, minerals and water 	
Disciplinary Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. 	
Vocabulary	river source mouth erosion sediment deposition tributary	Tourism tourist landforms bodies of water geyser	
Assessment	Explain the impact rivers have on people's lives (essay)	Essay-Who are Britain's National Parks for?	



GEOGRAPHY

UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about energy and sustainability, using Iceland as a case study		
NC Objectives	<ul style="list-style-type: none"> • Understand the location and characteristics of a range of the world's most significant human and physical features. • Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 		
Substantive Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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>Human and physical geography</p> <ul style="list-style-type: none"> • Describe human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy 		
Disciplinary Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world • 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 		
Vocabulary	Climate sustainability renewable human impact green energy wind farm		
Assessment	Essay about energy and sustainability, using Iceland as a case study		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children study the features of coasts and visit a local beach to conduct fieldwork	Children learn about the advantages and disadvantages of globalisation	
NC Objectives	<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 	<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 	
Substantive Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: the distribution of natural resources including energy, food, minerals and water 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 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>Human and physical geography</p> <ul style="list-style-type: none"> Describe human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources i 	
Disciplinary Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world 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 	
Vocabulary	Coast, erosion, management, longshore drift, sea defence, impact, weathering	Globalisation, advantages, disadvantages, import, export, international trade, transport, cultural, international corporation	
Assessment	Explain how coastal erosion is managed (essay)	Explain whether globalisation has made the world a better place (essay)	