

Geography

Autumn Term

Year 1

Autumn	Session	Learning Objective	Success Criteria
Our Local Area What is it like where we live?	What do we know as 'local area experts'?	To describe the places that we go often and rarely, and what we see on the way to school.	● I can say where I go often. ● I can say where I go rarely. ● I can say what I see on the way to school.
	What is near to us and what is far away?	To understand what is near to school, far away from school and to gain a sense of place.	● I know what is near. ● I know what is far. ● I know the furthest that I have travelled.
	How do you read a plan?	To use and understand a simple plan of the classroom.	● I can understand a plan of the classroom. ● I can hold the plan the right way up. ● I can add items to the plan.
	How do you use a map?	To understand and use a local area map.	● I understand a map of the local area. ● I can use the map to get around. ● I can add items to the map.
	Where is our nearest open space?	To identify the destination of our fieldtrip, and recall the journey to get there.	● I know where the nearest open space is. ● I am able to locate it on an aerial photo and identify it. ● I can recall the journey and put landmarks in sequence.
	Can we share our journey to explain what our area is like?	To be able to remember a local journey and the stages in order.	● I can remember a journey. ● I can recreate a part of the journey. ● I can create symbols for a map.

Year 2

Autumn	Session	Learning Objective	Success Criteria
People and their Communities Where in the world do these people live?	What is our area like?	To describe the location and place that we live in as part of the UK.	● I know which country of the UK I live in. ● I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.). ● I can describe the main characteristics of the part of the UK that I live in.
	What is it like living by the sea?	To understand what the coast is like, and to see it through the eyes of someone who lives there.	● I know what a beach is and my nearest coastline. ● I know what life might be like there, and the jobs of a lifeguard. ● I can draw and/or describe being by the seaside. ● I know the seas surrounding the UK.
	What is it like to live in a rainforest?	To understand what living in a rainforest is like, and to compare it with our own lives.	● I know what a rainforest is and can name a significant one in the world. ● I know what life might be like for people who live in a rainforest. ● I can describe an imaginary visit to a rainforest.
	What is it like to live in a dry place?	To understand how and why different buildings are built to suit different places, using the example of Timbuktu.	● I understand how (and why) different buildings are built in different places. ● I can describe the building materials and important buildings in Timbuktu/Mali. ● I can compare it with how my school was built.
	What is life like in large cities?	To understand what a city is, and to locate world cities on a map.	● I know what is similar about three cities that are found in different continents. ● I can explain where in the world these cities are. ● I understand what a capital city is.
	Can you imagine what it is like somewhere else?	To explain their reasons for going on a journey to another country, and imagine what a journey would be like.	● I can explain the reasons for going on a journey to one of the four countries and continents in this unit. ● I can describe the landscape and people in this place. ● I can be part of a role-play in imagining what a journey would be like.

Autumn	Session	Learning Objective	Success Criteria
Rivers How does the water flow?	Where does all the rain go?	To introduce the land part of the water cycle using geographical vocabulary.	● I can describe where rainfall goes when it falls to Earth. ● I know that rainwater forms streams and rivers. ● I can use the appropriate geographical vocabulary.
	Where does all the rainfall come from?	To introduce the sky (atmosphere) and its role in the water cycle.	● I know that water evaporates from oceans, seas, lakes and the ground. ● I understand that water condenses as clouds. ● I appreciate how and why rain falls from clouds.
	What can we learn about our local river the River Dee?	To learn about a local UK river – the River Dee – and to follow a river from source to mouth.	● I can follow the River Dee on a map from source to mouth. ● I can identify the countries and counties that it flows through on a map ● I can identify the features of a river.
	What can we learn about a major UK river the River Thames?	To learn about a major UK river – the River Thames – and to follow a river from source to mouth.	● I can follow the River Thames on a map from source to mouth. ● I can identify a range of rural river features, including settlements. ● I can identify a range of urban river features, including settlements.
	How and where do people use and change rivers?	To explore the ways in which people use and change some of the world's major rivers.	● I can describe and explain some ways people use rivers. ● I can describe and explain some ways people change rivers. ● I know something about several of the world's major rivers.
	Can we model a river or a stream?	To model a river or stream, and to see how changes in water flow affect the river or stream.	● I can identify river features on an OS map. ● I can identify (some of) the changes that different rates of water flow produce. ● I can describe erosion, transportation and deposition by water.

Autumn	Session	Learning Objective	Success Criteria
The Americas Can you come on a Great North American Road Trip?	What are North American cities like?	To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about these cities.	● I can locate the city of Denver in the state of Colorado, USA, on the continent of North America. ● I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver. ● I can record the names of the cities, states and country.
	What are South American cities like?	To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.	● I can locate and name cities that are N, NE, E, SE, S, SW, W and NW of Cuiabá, Brazil. ● I can record the names of the cities, and their country. ● I can identify and write down geographical information about these cities.
	Are South American cities similar to North American cities?	To research some countries and cities in North and South America, and identify similarities and differences.	● I can find, and record countries, states and cities in North and South America. ● I can discover something about these countries, states and cities. ● I can identify some similarities and differences between North and South American cities.
	What are North America's main environmental regions?	To be able to name, locate and describe some of the main environmental regions of North America.	● I can name and locate some of the major environmental regions of North America. ● I can describe the physical characteristics of some of the major environmental regions of North America. ● I can interpret a physical geography map/satellite image (GIS- Geographic Information System).
	What is Route 66?	To research the historic Route 66 and some of the cities it went/goes through.	● I know what and where Route 66 is, and some of the cities it passes/passed through. ● I can give some information about the cities.
	Would you travel along Route 66?	To create a presentation about Route 66.	● I know what and where Route 66 is, and some of the cities it passes/passed through. ● I can present information about the city or environment my group focused on. ● I can identify, talk about, and compare, human and physical geography features along Route 66.

Autumn	Session	Learning Objective	Success Criteria
Journeys – Trade Where does all our stuff come from?	How is globalisation making us more connected?	To understand that our food and clothes can come from all over the world.	● I know how to use an atlas to accurately locate countries. ● I can study people and places through global trade. ● I understand that global trade connects countries of the world and that this is an example of globalisation.
	What are imports and exports?	To understand what is meant by the term imports and exports.	● I know the definition of imports. ● I know the definition of exports. ● I understand that data can be used to show the types and amounts of goods countries import and export.
	What are global supply chains?	To understand the global supply chain of goods.	● I can understand that most of the supermarkets in the UK are global companies. ● I can describe how supermarkets get their food from global supply chains. ● I understand the origins of supply chains are raw materials.
	How are goods transported?	To investigate how goods are transported globally.	● I can describe how different types of goods are transported from producers to supermarkets ● I can evaluate the costs and benefits of different forms of transport. ● I can plan and use a range of methods to collect evidence in answer to the question in geographical terms.
	How is a mobile phone produced?	To understand the affects that production of goods has on the lives of others.	● I understand that goods can have complex global supply chains. ● I can explain the views of different groups of people on a geographical issue. ● I understand the effects of our shopping choices.
	How can we be more ethical when buying goods or services?	To be able to explain the importance of ethical trade.	● I understand the term ethical trade. ● I understand the importance of ethical trade and its role in global trade. ● I can explain my own opinion of ethical trade and global trade.

Year 6 - This unit will be covered by the children during the Autumn term and Spring term 1

Autumn	Session	Learning Objective	Success Criteria
Our World in the Future How will our world look in the future?	What, in our region, should we preserve for the future?	To plan and carry out fieldwork to answer a given enquiry question.	● I know why my local area is special. ● I can plan and carry out fieldwork, using appropriate techniques. ● I understand how to take the needs and views of others into account.
	What is the housing like in our area?	To understand how and why housing needs change over time.	● I know the range of housing available in the local area. ● I know the proposed plans for housing in the local area. ● I can generate ideas and designs that will sustainably meet the needs of the community.
	What are the work opportunities like in our area?	To understand the importance of local work opportunities to the community.	● I know the different types of industry and employment currently available in the local area. ● I can explain how the types of industry and employment in the area have changed over time. ● I know that community needs may change in future, and that this will affect local industry and employment opportunities.
	What are the public services and amenities like in our area?	To understand that communities need a range of accessible amenities and public services.	● I know what amenities and public services are available locally. ● I can use an OS map to locate local amenities and public services, giving 6 figure grid reference points. ● I understand that the location of amenities and public services in communities is important.
	What is the community spirit like in our area?	To understand how the geography of communities affects community spirit.	● I know what community spirit is and why it is important. ● I can describe some activities or facilities that support the development of community spirit. ● I understand that the design of communities can help or hinder relations.
	Can we make a plan for a sustainable future for our area?	To plan for a sustainable future for our area.	● I feel optimistic about my role in the future of my area. ● I can choose an appropriate format to present my geographical learning. ● I understand how developments can be sustainable.

Spring Term

Year 1

Spring	Session	Learning Objective	Success Criteria
Seasons What are seasons?	Can we observe the weather?	To describe different types of weather, make observations and understand changes around us.	● I understand that the weather changes. ● I can observe different kinds of weather. ● I know that people predict the weather.
	What have we observed about the weather?	To observe the weather, and understand weather data from pictures, words and symbols.	● I can choose the word or symbol to represent a type of weather. ● I can describe the change in weather over a week. ● I can interpret data in a chart or graph.
	Why does the weather change?	To understand why weather changes, and know that there are different types of wind which bring about these changes.	● I understand what wind is. ● I understand it blows from different directions, and this causes changes in weather. ● I know the points of the compass, N S E W.
	What are the seasons?	To understand that there are four seasons in the UK.	● I know there are four seasons. ● I can describe the different seasons. ● I can use role play and geographical vocabulary to explain the differences.
	What can we find out about the weather in different parts of the country?	To know about parts of the UK, including its capital cities, and talk about the weather there.	● I can describe the weather in another part of the country. ● I can write geographical questions about the weather. ● I can use weather vocabulary.
	What changes occur through the seasons, and how are they shown on maps?	To demonstrate understanding of the weather, and seasons in different parts of the UK.	● I can identify changes related to the four seasons. ● I can identify daily and seasonal weather patterns in the UK. ● I understand weather symbols. ● I can identify hot and cold areas of the world.

Spring	Session	Learning Objective	Success Criteria
Journeys - Food Where does our food come from?	What can we buy on the high street?	To identify shops selling food locally or on the high street. To start to understand that shops sell foods from many different locations.	● I know where the local high street is, and can role-play a visit there. ● I know what food is sold there. ● I understand what fresh, frozen and fast food is.
	How does our food get to us?	To know that food comes from either plants or animals. To understand that the food we eat has a food story. To understand it has been changed (processed).	● I know my food comes from plants or animals. ● I can describe some of the steps in producing food. ● I can describe how foods have been changed (processed).
	What plants does Mrs MacDonald grow on her farm?	To understand what farming is, what a farmer does and where the plants and animals we eat come from.	● I understand what farming is, and areas where farming occurs. ● I understand what a farmer does. ● I understand where the plants and animals that we eat come from.
	What animals might Mrs MacDonald rear on her farm?	To understand that animals are reared in the UK, and used for dairy and meat.	● I understand the job of a dairy farmer, and can describe their year. ● I understand how milk and other food products are produced. ● I can understand the type of land that a dairy farm needs to thrive.
	Can we create a great British picnic?	To understand that some traditional foods originate in the UK.	● I understand the parts of the UK and their traditional foods. ● I know where Wales and Scotland are located. ● I can mix and combine foods to make it into different products.
	Can we create a Great British food map?	To understand the geography of the UK, and the types of food produced here.	● I can name the countries in the UK. ● I understand the geography of the UK. ● I know the types of food produced, and the locations of these.

Spring	Session	Learning Objective	Success Criteria
The Wider World What is our world like?	Where are the seven continents and oceans of the world?	To name and locate the world's seven continents and five oceans.	● I can name and locate the seven continents of the world on a map and globe. ● I can name and locate the five oceans of the world on a map and globe.
	What do we mean by countries of the world?	To use maps and atlases to locate the world's countries.	● I can explain what we mean by the term country. ● I can name and locate several countries of the world. ● I can name the capital city of several countries of the world.
	What is the United Kingdom?	To name and locate counties and cities of the United Kingdom, using maps and OS maps.	● I can explain how the United Kingdom is divided into countries and explain what a county is. ● I can name and locate several cities in the United Kingdom. ● I can use 4 figure grid references to locate specific geographical features.
	What do we mean by locational knowledge of the world?	To understand the meaning of locational knowledge and use it to find specific information.	● I can identify lines of latitude, longitude on maps. ● I can locate the 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) on a map or globe.
	What do we mean by physical geography?	To be able to describe and understand key aspects of physical geography.	● I can show my understanding of the term physical geography. ● I can show my understanding of climate zones, biomes and vegetation belts. ● I can show my understanding of rivers, mountains, volcanoes and earthquakes.
	What do we mean by human geography?	Describe and understand key aspects of human geography.	● I can show my understanding of the term human geography. ● I can show my understanding of types of settlement and land use. ● I can show my understanding of economic activity.

Spring	Session	Learning Objective	Success Criteria
Climate and Weather Why is climate important?	What are weather, climate and biomes?	To research weather in my location, and start to learn about climate, climate zones and biomes.	● I understand that there is a pattern to weather and seasons in my own and other environments. ● I understand that these climate patterns are different in different regions and hemispheres of the world. ● I can describe the world climate zones from the Poles to the equator.
	What are the polar regions like?	To find out about the polar climate zone and to learn about the tundra biome.	● I know where the coldest places on Earth are in relation to the equator and Poles. ● I can describe the polar climate and characteristics of the polar climate zone. ● I can talk about the animals of the tundra biome.
	Where are the hottest, driest places in the world?	To find out about the hottest, driest places on Earth and the tropical desert climate zone.	● I know where the hottest, driest places on Earth are, in relation to the equator and the North and South Poles. ● I know what the 'tropical desert climate' and 'tropical desert biome' are. ● I can say what climate zones and biomes are.
	Where are the hottest, wettest places in the world?	To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.	● I know where the hottest, wettest places on Earth are, in relation to the equator and North and South Poles. ● I know what 'tropical rainforest climate' and 'rainforest biome.'
	Which climate zone and biome do we live in?	To learn about the temperate climate zone and the deciduous forest biome and to begin to consider climate change.	● I can describe the seasonal weather associated with a temperate climate (in the UK). ● I can describe some ways in which the temperate climate affects human activities in the UK. ● I can describe some effects of extreme climatic events in the UK.
	Why is climate important?	To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.	● I understand the geographical terms of weather, climate and biomes. ● I can use research techniques to produce my report. ● I can communicate my geographical report in an appropriate way.

Spring	Session	Learning Objective	Success Criteria
Europe – A Study of a European region Spain Where should we go on holiday?	Where is Spain?	To be able to use physical and political maps to identify a region in Europe	● I know the seven continents of the world. ● I can use photographs to identify features of a region. ● I know how to use physical and political maps to locate places and regions.
	How were the Pyrenees formed?	To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing	● I know that the Pyrenees were formed over a long period of time, millions of years ago. ● I can explain what tectonic plates are. ● I understand that fold mountains occur when two tectonic plates meet.
	How does the Spanish climate compare to that of the UK?	To understand how climates differ within European regions	● I understand how a country's location affects its climate. ● I can explain the climate pattern of Spain and the UK. ● I can use map/satellite image (GIS- Geographic Information System) to research the climate of each region.
	What are some key physical features of Spain?	To understand geographical similarities and differences between Spain and the UK	● I can compare the physical features of different regions in Spain. ● I can compare some physical features of regions in Spain to regions in the UK. ● I can explain how physical features often affect land use.
	How do Spanish people celebrate their culture?	To understand the importance of culture in Spain and how this compares the UK	● I know popular food, sports and customs in Spain. ● I know how some Spanish people honour their culture. ● I can compare Spanish and British culture.
	What should visitors to Spain know about the country?	To create a resource to inform visitors about Spain	● I can select appropriate geographical information for a specific purpose. ● I can share my knowledge about a European region in a format that is useful to visitors. ● I understand how Spain is unique and special.

Year 6 - This unit will be covered by the children during Spring term 2 and the Summer term

Spring	Session	Learning Objective	Success Criteria
South America: The Amazon and The Andes What is life like along the Amazon and Andes Mountain range?	Where is the Amazon?	To understand what the Amazon is, and where it is located.	● I know the nine countries that the Amazon region spans. ● I understand that 'The Amazon' may refer to a river, a river basin or a rainforest region. ● I can locate the Amazon basin and Amazon River on a map of South America.
	What would it be like to walk through the Amazon rainforest?	To understand the Amazon's climate, and how the native animals are adapted to it.	● I know that the Amazon has a wet and a dry season. ● I can describe how the climate in the Amazon is different to the climate in the UK. ● I understand that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest.
	Do people live in the Amazon rainforest?	To understand what life is like in the Amazon, and how it is changing.	● I know that communities can change over time. ● I can explain 'shifting cultivation'. ● I understand that there are differing communities, both urban and rural in the Amazon basin.
	Where are the Andes?	To understand what the Andes are, and where they are located.	● I know the countries that the Andes Mountain range spans. ● I can locate the Andes Mountain range on a map of South America. ● I can interpret a physical geography map/satellite image (GIS- Geographic Information System) to study the Andes.
	What would it be like to walk along the Andes Mountain range?	To understand the Andes climate, and how the people and animals living along it have adapted.	● I know differing climates of the Andes. ● I understand that humans and animals are adapted to their habitat and can give an example of how an animal has adapted in the Andes – Vicuña, Spectacled Bear, Guanaco
	Are the Andes Mountain range and Snowdonia Mountain range similar?	To compare the mountain ranges of the Andes and Snowdonia.	● I can use map/satellite image (GIS- Geographic Information System) of each mountain range. ● I know the key physical features of each mountain range and can make a geographical comparison. ● I know the key human features of each mountain range and can make a geographical comparison.

Summer Term

Year 1

Summer	Session	Learning Objective	Success Criteria
Animals and their Habitats Where do our favourite animals live?	What is it like where emperor penguins live?	To locate and describe the home of emperor penguins.	● I understand what a continent is, and can locate one. ● I can imagine life as a penguin in Antarctica. ● I can describe the specific landscape of the Antarctic penguin.
	What is it like where Asian pandas live?	To locate and describe the home of the Asian panda.	● I understand what a continent is, and can locate one. ● I can say the sorts of landscapes that are found in this continent, and why these are suitable for pandas. ● I can describe the specific landscape of the Asian panda.
	What is it like where whale sharks live?	To describe specific place knowledge about the location of a significant animal.	● I know where Oceania is. ● I can explain what is under the sea. ● I can say where the whale shark migrates to.
	What is it like where the African elephant lives?	To locate a significant animal, and describe the African landscape in Namibia.	● I can describe an African rural landscape. ● I can imagine I am an elephant in the rural landscape. ● I can describe a day-in-the-life of an elephant in Namibia.
	What is it like where swallows live?	To understand an animal's yearly movements, and describe the countries it passes over.	● I know what a swallow is, and understand animal migration. ● I can give reasons why animals travel huge distances. ● I can explain the continents and landscapes that a swallow passes over in its yearly migration.
	Who lives in my 'place in a box'?	To explain and understand the locations and places studied in the different continents.	● I can describe some detail of the physical geography of a non-European country. ● I can work with others to create a 'place in a box' to represent an animal habitat. ● I can assess my own and other's work and make improvements.

Summer	Session	Learning Objective	Success Criteria
Our Wonderful World What are the seven wonders of our world?	What are our local wonders?	To research the human and physical geography of our local area' and identify the UK's 'wonders'.	● I understand what human and physical geographical elements there are in my local area and the UK. ● I know why a 'wonderful' location might be special. ● I can compare and contrast different locations using place knowledge.
	Are mountains wonders of the world?	To identify and describe the world's highest mountain, giving reasons why it is a physical wonder.	● I know where the high places are in the world. ● I know what the world's highest mountain is called. ● I know which animals live there, and how they survive.
	Which rivers are natural world wonders?	To identify the major rivers in different continents of the world. To know the difference between a river and a desert.	● I know what a river is and how it is different to a desert. ● I can name some of the world's major rivers. ● I know what these rivers are like (place knowledge).
	What are the ancient world wonders?	To identify ancient world wonders, and compare them with those built in the last hundred years.	● I can name an 'ancient' and old-world wonder. ● I can locate the 'modern' world wonders. ● I can compare the ancient world wonders with those built in the last hundred years.
	Which landmarks are new world wonders?	To identify new world wonders in the UK and beyond.	● I know three major world cities: Hong Kong, San Francisco and Lagos. ● I know what types of landscapes they are. ● I understand what I would see there.
	Can we explain and describe wonders of the world?	To explain and describe the world wonders that we have learned about.	● I know where the wonders of the human and physical world are. ● I know the difference between the world wonders, and I can compare them. ● I can explain and present what I have learned about the world wonders.

Summer	Session	Learning Objective	Success Criteria
Coasts Do we like to be beside the seaside?	Have you been to the seaside?	To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map.	● I can talk about coastal places I have visited. ● I can locate some coastal places on a UK map. ● I can use geographical vocabulary to describe the coast.
	What is the coast of South West England like?	To introduce a region of the UK, and discover how varied its coastline is.	● I can locate South West England on a UK map. ● I can locate and name the counties of Cornwall, Devon, Dorset and Somerset. ● I can name some of the coastal places. ● I can name some of the effects of the sea and tide.
	What natural features can I see beside the seaside?	To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary.	● I can use the appropriate geographical vocabulary to describe coastal features. ● I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy').
	What other features and activities can be seen around UK coasts?	To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features.	● I can name some localities around the coast of the UK, and the activities that occur in them. ● I can use geographical vocabulary to describe built coastal features. ● I can name and describe activities that families and others enjoy at the coast.
	Do we like to be beside the seaside?	To carry out research and prepare a presentation for Week 6, meeting the given criteria.	● I have researched the coastal location that I have selected. ● I have planned my presentation and can tell how I will structure and display my work.
	Which sort of seaside would you choose?	To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK.	● I can show my knowledge and understanding of aspects of the geography of coasts in my presentation. ● I can assess my presentation and those of my classmates. ● I can write about a place I would like to visit and why.

Summer	Session	Learning Objective	Success Criteria
Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	What is happening when the Earth shakes?	To have an understanding of the causes, outcomes and location of earthquakes.	● I know what earthquakes are. ● I know how earthquakes are caused. ● I can describe the location of some earthquakes.
	What is happening when the Earth rattles and rolls?	To have some understanding of the causes, outcomes and locations of volcanoes.	● I know what volcanoes are. ● I can describe what happens when a volcano erupts. ● I can describe the location of some volcanoes.
	Does the Earth shake, rattle and roll all over?	To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today.	● I can describe the distribution of earthquakes and volcanoes. ● I understand that volcanoes can be active, dormant and extinct. ● I know about the 'Pacific Ring of Fire.'
	How and why do people live where the Earth shakes, rattles and rolls?	To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.	● I can describe examples where, and know the main reasons why, people live in the vicinity of volcanoes. ● I know some of the hazards for people who live in earthquake and volcanic zones. ● I can describe how some of these can be/have been overcome, and life made safer for people.
	How have earthquakes or volcanic eruptions affected the places around them?	To provide an opportunity to learn about earthquakes and volcanic eruptions and the associated issues.	● I can talk about an example of an earthquake or volcanic eruption. ● I can talk about the changes that happened after an earthquake or volcanic eruption.
	What was the impact of the eruption of the volcano Eyjafjallajökull in Iceland?	To research the national and international impact that the eruption of Eyjafjallajökull, Iceland had in 2010.	● I can understand that the volcanic eruption had an impact within Iceland. ● I can understand that the volcanic eruption had an impact on the European economy. ● I can show my findings in a report.

Summer	Session	Learning Objective	Success Criteria
Protecting the Environment Global Warming and Climate Change Are we damaging our world?	Are we damaging our world?	To understand the threats to the health of our planet and some possible solutions.	● I know that there are threats to the health of our planet. ● I can explain several threats to wildlife and/or habitats. ● I understand that there are ways to help improve the health of our planet.
	What are minerals, and do we have an endless supply?	To understand what minerals are and question if they can be used sustainably.	● I know the sources of several important minerals used in everyday life. ● I can explain where minerals can be found around the world. ● I understand some of the ways in which minerals can be used sustainably.
	Where does our energy come from?	To understand the different types of energy available, and their advantages and disadvantages.	● I know that there are both renewable and non-renewable energy sources available. ● I can explain the carbon cycle. ● I understand that no one type of energy production is the solution to providing the world's energy.
	Why should we protect our oceans?	To understand the importance of protecting the oceans.	● I know how humans rely on the oceans. ● I can describe some of the threats to our oceans. ● I understand some of the advantages of Marine Protected Areas (MPAs).
	How can we be more sustainable in school?	To carry out an enquiry into sustainability.	● I can pose an enquiry question. ● I can plan and carry out an enquiry into sustainability in school. ● I understand some of the ways in which I could make my school more sustainable.
	Can we plan a campaign?	To be able to explain how a particular environmental issue has been caused and suggest some possible solutions.	● I can identify an important environmental issue. ● I know how this environmental issue has been caused. ● I can suggest some possible solutions to this issue.