

Subject Overview Skegness Infant and Junior Academies

Subject – Geography



Our Curriculum Partners for Geography








Knowing More and Remembering More

The first lesson for each unit of work is used to review the ideas mastered in previous units, ready for their development in the new one. Opportunities for retrieval practice are included in geography lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.


		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Knowing me, knowing you	Tell me a Tale	Where shall we go?	Footprints	The Great Outdoors	What if...?	
Nursery				<p>Know what a map is used for.</p> <p>Identify features on a simple map (trees, house, river, mountain).</p> <p>Know that we live in Skegness which is in England.</p> <p>Know that there are other countries in the world.</p> <p>Know the type of house they live in (bungalow, house etc).</p> <p>Can explain the features of other homes.</p> <p>Can explain what daily life is like in our country.</p> <p>Talk about what they see in their environment (school/home).</p> <p>Talk about local environments.</p>				
Reception				<p>Identify features on a simple map (tree, house, river, mountain).</p> <p>Use maps to locate objects in 'real life'.</p> <p>Draw information from simple maps.</p> <p>Know that they live in the UK and can name at least 1 other country.</p> <p>Can name some of the countries that make up the UK and at least 2 other countries.</p> <p>Know that different countries have different homes.</p> <p>Can identify similarities and differences between homes in our country</p> <p>Can identify similarities and differences between homes in other counties.</p> <p>Explain how life may be different for other children.</p> <p>Make comparisons between life for children in different countries.</p> <p>Talk about local environments.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Use pictures to compare and contrast environments around the world.</p>				
		Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me	
Year 1			<p>Question Overview</p> <p>What is it like here?</p> <p>National Curriculum Statements:</p> <p>-Use basic geographical language to refer to: key physical features, including:</p>	<p>Question Overview</p> <p>What is the weather like in the UK?</p> <p>National Curriculum Statements:</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>-Question Overview</p> <p>What is it like to live in Lima?</p> <p>National Curriculum Statements:</p>	<p>Question Overview</p> <p>Are all oceans the same?</p> <p>National Curriculum Statements:</p>		



			<p>beach, cliff, coast, forest, hill, mountain, sea, ocean. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>-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.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p style="text-align: center;">Key Criteria</p> <p>-Where in the world are we? To locate the school on an aerial photograph</p> <p>- What can we see in our classroom? To create a map of the classroom.</p> <p>-What can we find in our school grounds? To locate key features of the playground.</p> <p>-Where are different places in our school? To draw a simple map.</p> <p>-How do we feel about our playground? To investigate how we feel about our playground.</p> <p>-Can we make our playground even better? To create a design to improve our playground.</p>	<p>-Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>-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.</p> <p>-Use basic geographical language to refer to: key physical features, including season and weather.</p> <p>-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.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p style="text-align: center;">Key Criteria</p> <p>-Where is the UK? To locate the four countries of the UK.</p> <p>-What are the four seasons? To identify seasonal changes in the UK.</p> <p>-What are the compass directions? To identify the four compass directions.</p> <p>-What is the weather like today? To investigate daily weather patterns.</p> <p>-Is the weather the same everywhere in the UK? To identify daily weather patterns in the UK.</p> <p>-How do people prepare for the weather? To understand how the weather changes with each season. (Possibly link to Africa – log weather and make a comparison where is hotter/colder</p> <p style="text-align: center;">Key Findings</p> <p>-Locate the UK using a simple atlas. Name and locate the four countries of the UK on a map (England, Scotland,</p>	<p>-Use basic geographical language to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>- Name and locate the world's seven continents and five oceans.</p> <p>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p style="text-align: center;">Key Criteria</p> <p>-What can we see in our local area? To recognise physical and human features.</p> <p>-Can we map our local area? To draw a sketch map.</p> <p>-Where in the world is Peru? To name and locate some continents on a world map.</p> <p>-What can you see in Peru? To identify physical and human features of a non-European country.</p>	<p>-Name and locate the world's seven continents and five oceans.</p> <p>- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p style="text-align: center;">Key Criteria</p> <p>-What is an ocean? To locate the world's oceans using an atlas.</p> <p>-What are the five oceans of the world? To name and give facts about a chosen ocean.</p> <p style="text-align: center;">Key Findings</p> <p>-Know that an ocean is a large body of salt water. Use a globe/atlas to locate the oceans of the world.</p> <p>- Name two of the world's oceans (Atlantic Ocean, Pacific Ocean). Know one fact about a chosen ocean e.g. the biggest ocean in the world is the Pacific Ocean, the smallest ocean is the Arctic Ocean, the Southern Ocean is the coldest.</p> <p style="text-align: center;">Key vocabulary</p> <p>ocean, coast, globe, atlas Pacific Ocean, Atlantic Ocean</p> <p style="text-align: center;">Key enrichment experiences:</p> <p>Trip to Aquarium</p> <p style="text-align: center;">Cross-curricular links</p> <p><u>Science</u> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (trip to aquarium)</p> <p><u>Oracy</u> - Participate in discussions, presentations, performances, role play, improvisations, and debates</p>	
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			<p>Key Findings</p> <ul style="list-style-type: none"> - Know the name of the country (England) and town (Skegness) they live in. Know that England is part of the UK (United Kingdom) and locate on a map. Locate three features (objects on land) on an aerial photograph of the school (trees, field, playground, trim trail etc). -Make a map of the classroom with four key features represented by different objects (counters for chairs, wooden blocks for tables base ten for the board). Begin to use directional language (near, far, left, right) to describe the location of features in the classroom.  <p>Recognise four features in the school grounds (whole area that the school covers) using a simple map and symbols e.g. field, car park, playground. Understand that symbols make maps easier to read and a key is used to show what the symbols mean.</p> <ul style="list-style-type: none"> -Add three features to a map using simple symbols and directional language to describe their location . -Explain how they feel about three areas of the playground (playground is too crowded, trim trail is fun, bench is in bad condition etc). Understand that a survey can be used to gather people's opinions by asking questions. 	<p>Northern Ireland and Wales). Know that we live in England.</p> <ul style="list-style-type: none"> - Identify the four seasons (Spring, Summer, Autumn, and Winter). Describe some seasonal changes that occur and the weather changes. Know that different parts of the UK often experience different weather. Know that weather conditions can be measured and recorded. - Begin to use the four compass directions (North, South, East and West) and use to describe the location of features or landmarks. -Observe daily weather patterns by describing the type of weather in the school grounds and sketching their observations. -Begin to locate the four capital cities of the UK (London, Cardiff, Edinburgh, Belfast) and describe the weather in each location. - Explain what the weather is like in each season in the UK and suggest appropriate clothing and activities for each season. <p>Key vocabulary season, weather, temperature, thermometer, continent, Europe, capital city, London, country, England, compass, North, South, East, West atlas.</p> <p>Fieldwork</p> <ul style="list-style-type: none"> -Use a compass within the school grounds lesson 3 -Measure the weather using different instruments lesson 4 <p>Cross- curricular links <u>Oracy</u> -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (conversations about maps). <u>Science</u> – Observe changes across the four seasons (within school grounds). Observe and describe weather associated with the seasons and how day length varies (weather diary). <u>Maths</u> - Describe position, direction and movement, including whole, half,</p>	<ul style="list-style-type: none"> -How is Lima different from our local area? To compare Lima to a small area of the UK. -Debate where would you prefer to live and why? To use geographical vocabulary during a discussion Skegness/Lima <p>Key Findings</p> <ul style="list-style-type: none"> -Give examples of human and physical features of Skegness. Human features (built by people e.g. clock tower, shops, hotels, church, town, road) and physical features (occurs naturally e.g. beach, sea). Identify the location of the features using some directional language (North South, East, West). - Use aerial photographs to identify and locate physical and human features. Draw simple pictures of symbols to create a sketch map. Know our school is in a town. -Know that the land in the world is split into seven parts called continents. Know that the UK belongs to a larger group of countries in a continent called Europe. Locate Peru/Lima on a map and name the continent (South America) - Identify Peru's physical and human geography. Physical features (mountains, beach desert, Amazon Rainforest, Amazon River) and human features(Machu Picchu). Sort photographs into physical and human features. Know that Lima is the capital city of Peru and that it is the largest city in Peru. -Compare Lima (city in Peru) to our local area (Skegness) Identify differences e.g. Lima is a city in Peru, Lima is located in the continent of South America, much larger 	<p>(debate pollution in seas/oceans). <u>PSHE</u> - What improves and harms their local, natural and built environments and about some of the ways people look after them (plastics in the ocean)</p> 	
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			<p>-Draw a design to improve three areas of the playground using the results from the survey.</p> <p>Key vocabulary aerial photograph, aerial view, map, country, England, town, Skegness, land, sea, survey, symbol, key, direction, left, right, United Kingdom</p> <p>Fieldwork -Locate features of our playground lesson 3 -Draw a simple map lesson 4</p> <p>Cross- curricular links <u>Oracy</u> -Participate actively in collaborative conversations, staying on topic and initiating and responding to comments (about their local area, working collaboratively to create a messy map). Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others (feelings about their playground), <u>Maths</u> - Describe position, direction and movement, including whole, half, quarter and three quarter turns (locating features on the map of the playground). <u>RSE & PSHE</u> Think about things they can do to help look after their environment (playground). <u>Art and Design</u> - Use drawing, sculpture to develop and share their ideas, experiences and imagination (playground).</p> 	<p>quarter and three quarter turns (using a compass).</p> 	<p>than Skegness, more buildings, Lima is built on top of a cliff, Skegness is a town in England, Skegness is located in the continent of Europe. Skegness and Lima both have coastlines.</p> <p>Key vocabulary continent, Europe, South America, country, England, Peru, Lima, human feature, physical feature, town, different, similar, direction, symbol, key</p> <p>Fieldwork -Walk in local area lesson 1</p> <p>Cross -curricular links <u>Maths</u> - Describe position, direction and movement, including whole, half, quarter and three quarter turns (locate features in local area using compass directions). <u>Art and Design</u> - To use drawing and sculpture to develop and share their ideas, experiences and imagination (sketch map, designing a post card, sketching their view) <u>Oracy</u> - Listen and respond appropriately to adults and their peers. Participate in discussions, presentations, performances, role play, improvisations and debates (Where would you rather live debate)</p> <p>Key Writing Opportunity To make a comparison between Mancora and our local area</p> 		
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Year 2	Disciplinary vocabulary:	<p>Question Overview Can you find your way to the train station from school?</p> <p>National Curriculum Statements: -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] -Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. -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.</p> <p>Key Criteria -Where is Skegness train station? To use simple compass directions -What local features will I see? To use fieldwork skills to identify human and physical features of our surrounding area.</p>	<p>Question Overview Where in the world is the international Space station ?</p> <p>National Curriculum Statements: -Name and locate the world's seven continents and five oceans. -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 -Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Key Criteria -Where are the continents? To name and locate the world's seven continents. -Where are our oceans? To name and locate the world's five oceans. -Where are the hot and cold areas of the world? To locate hot and cold areas of the world. -Where in the world is the International Space Station? To use maps to track the International Space Station.</p> <p>Key Findings: -Know that a continent is a large area of land. Use</p>	<p>Question Overview Can you identify where some Traditional Tales originate from?</p> <p>National Curriculum Statements: -Name and locate the world's seven continents. -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. -Key physical and human features. -Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Key Criteria -Where do chosen traditional tales come from? To use world maps, atlases, and globes to identify countries. - What are some of the UK's amazing features and landmarks? To name, locate and identify characteristics of the four countries of the UK. -Where in the world is Russia? To find out about the largest country in the world. -What are the differences between Russia and the UK? To identify similarities and differences between the UK and Russia.</p> <p>Key Findings -Use maps and atlases to locate where different traditional tales originate from. -Know that the UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Locate and name the four capital cities of the UK (London, Cardiff, Edinburgh, and Belfast) surrounding seas.</p>	<p>Question Overview Where does chocolate come from?</p> <p>National Curriculum Statements: -Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -Use world maps and globes to identify countries, continents, and oceans. -Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Key Criteria -Where in the world does chocolate come from and how is it made? To use world maps and globes. -What are the human and physical features of South America? To use aerial photos to identify human and physical features of South America. -What are the human and physical features of South America? To write about the human and physical features of South America. -Where in the world is Brazil? To locate places on a map.</p>	<p>Question Overview Explore Australia and where it is in the world.</p> <p>National Curriculum Statements: -Name and locate the world's seven continents and 5 oceans. -Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area on non- European country. -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 North and South Poles. Use geographical vocabulary to refer to key physical and human features. -Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Key Criteria -Where in the world is Australia? To explore Australia and where it is in the world. -Can you use directional language to locate features in Australia?</p>	<p>Question Overview What is it like to live by the coast?</p> <p>National Curriculum Statements: -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. - Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including city, town, village, factory, farm, house, office, port, harbour and shop -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use simple fieldwork and observational skills to study geography of their school and its grounds and the key</p>



		<p>Key Findings -Give and follow directions using North, South, East and West. Locate and describe the position of different places on a map using compass directions (e.g the train station is to the west of the coast). -Identify human and physical features in the local area. Use tallies to keep a record of the features they see when walking from school to the train station (library, church, shops)</p> <p>Key vocabulary North, South, East, West, compass, human features, physical features, tally chart, Skegness, town, country, England</p> <p>Key enrichment experiences: Visit to Skegness Train Station</p> <p>Fieldwork Tally features they see or find on their way to the train station.</p> <p>Cross -curricular links <u>Maths</u>- Use mathematical vocabulary to describe position, direction and movement (North, South, East and West on a map). -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Tallying features seen on walk). -Ask and answer questions about totalling and comparing categorical data.</p> 	<p>maps/atlases to name and locate the seven continents of the world (Europe, South America, North America, Africa, Australia, Asia and Antarctica). -Understand the difference between oceans and seas. (an ocean is a much larger body of water compared to the sea). Use maps/atlases to name and locate the five oceans of the world (Arctic, Pacific, Atlantic, Southern, Indian) -Locate the Equator (imaginary line around the middle of the Earth, halfway between the North and South Pole) on a world map. Describe some of the features found along the Equator (high temperatures and rainfall makes the climate tropical). -Track the ISS using ariel images. Identify the continent or ocean it is above and where it is in relation to the Equator. Is it in the Northern Hemisphere (north of the Equator or Southern Hemisphere (south of the Equator)?)</p> <p>Key vocabulary Equator, continent, ocean, aerial view, Southern Hemisphere, Northern Hemisphere, globe, climate</p> <p>Europe, South America, North America, Africa, Australia, Asia, Antarctica</p> <p>Cross-curricular links <u>Oracy</u> - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments (about maps and atlases). <u>Maths</u>- Use mathematical vocabulary to describe</p>	<p>-Identify human and physical features of the four capital cities in the UK e.g Buckingham Palace, Big Ben in London, Edinburgh Castle, Ben Nevis, in Scotland, Giants Causeway in Northern Ireland. -Use an atlas to locate Russia on a map. Identify some human and physical features e.g. St Basil's Cathedral, Lake Baikal, Mount Elbrus. - Compare Russia to the UK (Russia is much bigger than the UK, more than twice as many people live in Russia than the UK, the UK is in Europe, Russia is in both Europe and Asia, Russia has several groups of mountains the UK has less, Russia has longer rivers than the UK, the UK does not have any volcanoes but Russia has over 100, Russia and the UK are both in the Northern Hemisphere.</p> <p>Key vocabulary population, country, atlas, landmark, climate, human features, physical features, capital city</p> <p>England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast</p> <p>Cross-curricular links <u>Oracy</u> - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <u>English</u> – Writing for different purposes.</p> <p>Key Writing Opportunity To write a fact page about Russia and make a comparison between Russia and the UK.</p>	<p>Key Findings: -Know that the Cacao tree grows in tropical rainforests in Central and South America. They grow near the Equator where the climate is hot and rainy. Locate South America and the Amazon Rainforest on a map. -Use aerial photographs (images taken from above) to identify human features (features built by humans) and physical features (features that occur naturally) of South America. -Name some human features e.g Christ the Redeemer, Machu Picchu and some physical features e.g. Amazon Rainforest, Amazon River, Angel Falls, Rainbow Mountain. -Use maps and atlases to plot places (cities in Brazil) and features (rivers) onto a map. Know that Brazil is the largest country in South America and that the Amazon River flows through South America</p> <p>Key vocabulary Rainforest, climate, tropical, vegetation, Equator, river, city</p> <p>Key enrichment experiences: Chocolate workshop</p> <p>Cross-curricular links <u>Design and Technology</u> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>	<p>To use compass directions and directional language. -What is the weather like in Australia? To explore Australia's weather and climate. -What are the differences between the UK and Australia? To identify similarities and differences between Australia and the UK. -What are some of Australia's amazing features? To explore some of Australia's physical features -What is life like in Australia? To explore Australia's lifestyle and culture.</p> <p>Key Findings: -Explore Australia and where it is on a map. Know that Australia is not only a country but a continent. -Use directional language (North, South, East and West) to locate physical features of Australia. -Explore the weather and climate. Know that the weather varies across the different parts of Australia. Make a simple comparison to the weather in the UK and discuss why these differences occur (location, Australia is nearer to the Equator). -Make comparisons between Australia and the UK (seasons, weather, climate, lifestyle, human and physical geography). - Identify physical features of Australia (Ayers Rock, Ninety Mile Beach, Great Victoria Desert). -Compare the lifestyles and culture of different areas in Australia.</p>	<p>human and physical features of its surrounding environment.</p> <p>Key Criteria -Where are the seas and oceans surrounding the UK? To name and locate the seas and oceans surrounding the UK. - What is the coast? To explain what the coast is. - How do people use Skegness? To identify human features on the coast. -Can you use an aerial photograph to create a sketch map of Skegness? To use basic symbols in a key - Can you create your own map? To devise a simple map using a key</p> <p>Key Findings: -Locate the seas and oceans surrounding the UK in an atlas. Label the seas and oceans around the UK on a map (North Sea, English Channel, Irish Sea, Atlantic Ocean). Describe the location of the seas and oceans using compass points (The North Sea is to the East of the UK). - Define what the coast is (a piece of land along the sea or ocean). Locate where we live on the coast. Name some physical features of coasts (rocks, cliffs, sand dunes, coastline, beaches). - Identify human features in our coastal town (train station good for tourists commuting, aquarium, fair, pier, hotels) . Describe how people use the coast (its coastal location makes it an attractive holiday destination as it offers many attractions)</p>
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			<p>position, direction and movement (North, South, East and West on a map). <u>Computing</u>– Use technology purposefully to create, organise, store or retrieve digital content (tracking the ISS).</p> 		<p>according to their characteristics (workshop). <u>Computing</u> – Use technology purposefully to create, organise, store or retrieve digital content (Research about South America). <u>English</u> – Writing for different purposes.</p> <p>Key Writing Opportunity To create a leaflet about South America.</p>	<p>Key vocabulary Climate, seasons, weather, river, lake, mountain, landmark, building, features</p> <p>Fieldwork -Use compass points outdoors- lesson 2 -Collect own data as part of our work in ICT – minibeasts, how we travel to school -Complete a field sketch of an Australian landmark as part of our work in art.</p> <p>Cross -curricular links <u>Computing</u>– Use technology purposefully to create, organise, store or retrieve digital content (project research). <u>Maths</u>- Use mathematical vocabulary to describe position, direction and movement (North, South, East and West on a map). <u>Oracy</u> -Participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in discussions, presentations, performances, role play, improvisations, and debates (sharing project with peers). <u>English</u> – Writing for different purposes. <u>Art and Design</u> - Use drawing, sculpture to develop and share their ideas, experiences and imagination (artwork for joint project) <u>PSHE</u> - To identify and respect the differences and similarities between people (lifestyle and culture)</p> <p>Key Writing Opportunity</p>	<p>- Identify features shown in an aerial photograph of Skegness. Add these features to a sketch map using a symbol and key. -Use the features of a map (key, symbols, compass points) to create an imaginary map</p> <p>Key vocabulary map, key, symbol, coast, sand dunes, pier, tourist, coastline.</p> <p>North Sea, Irish Sea, English Channel, Atlantic Ocean</p> <p>Key enrichment experiences: Outdoor orienteering activity as part of transition work.</p> <p>Fieldwork -Investigate habitats and record findings – transition activity at SJ</p> <p>Cross -curricular links <u>Oracy</u> -Participate actively in collaborative conversations, staying on topic and initiating and responding to comments (persuading tourists to visit Skegness). <u>Art and Design</u> - Use drawing, sculpture to develop and share their ideas, experiences and imagination (sketch maps)</p> 
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						<p>To make a comparison between Australia and the UK. To write about the lifestyle and culture in Australia.</p> 	
<p>Year 3</p>	<p>Disciplinary vocabulary:</p> <p>Geographical skills and fieldwork:</p> <p><u>Geographical</u></p> <p>negative / positive effects</p> <p>climate change</p> <p>adaptation</p> <p>similarity / difference</p> <p><u>Mapping</u></p> <p>four-figure grid reference</p> <p>eight points of the compass</p> <p>route</p> <p><u>Fieldwork</u></p> <p>expedition</p> <p>research</p> <p>evaluate</p> <p>compare</p> <p>improvement</p>		<p>Question Overview</p> <p>Why do people live near volcanoes?</p> <p>Kapow Scheme link: https://shorturl.at/BRyTr</p> <p>National Curriculum Statements:</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlements. - 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. <p>Geographical skills and fieldwork: Pupils should be taught to: use maps, atlases, globes and digital /</p>	<p>Question Overview</p> <p>What can we see in our school grounds?</p> <p>National Curriculum Statements:</p> <p>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> <p>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.</p> <p>Key Criteria</p> <p>Mapping the area.</p> <p>Following a route.</p> <p>Collecting data.</p> <p>Presenting data.</p> <p>Key vocabulary:</p> <p>observation, enquiry, questioning, planning, data collection, analyse, evaluate.</p> <p>Key enrichment experiences:</p> <p>Fieldwork:</p> <p>Fieldwork – Outdoor learning</p> 	<p>Question Overview</p> <p>Are all settlements the same?</p> <p>Kapow Scheme link: https://shorturl.at/2czMe</p> <p>National Curriculum Statements:</p> <p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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 (New Delhi).</p>	<p>Question Overview</p> <p>Who lives in Antarctica?</p> <p>Kapow Scheme link: https://shorturl.at/OCTUv</p> <p>National Curriculum Statements:</p> <p>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.</p> <p>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> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	




			<p>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> <p>Key Criteria How is the Earth constructed? Where are mountains found? Why and where do we get volcanoes? What are the effects of a volcanic eruption? What are earthquakes and where do we get them?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Naming all four layers of the Earth in the correct order, stating one fact about each layer and describing a tectonic plate. • Explaining one or more ways a mountain can be formed giving a correct example of a mountain range and its continent, describing that mountains occur along plate boundaries. • Correctly label the features of a shield and composite volcano and explain how they form. Naming three ways in which volcanoes can be classified and describing how volcanoes form where tectonic plates meet. • Explaining a mixture of negative and positive consequences of living near a volcano and stating whether they 		<p>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. Geographical skills and fieldwork: Pupils should be taught to: 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.</p> <p>Key Criteria: What is a settlement? How is land used in my local area? How has my local area changed over time? How is land used in New Delhi? How does land use in New Delhi compare with my local area?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Locating some cities in the UK and describing the difference between villages, towns and cities. • Identifying features of an OS map using the Ordnance Survey Legend. Describing the 	<p>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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. Geographical skills and fieldwork: Pupils should be taught to: 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.</p> <p>Key Criteria: What is climate? Where is Antarctica? Who lives in Antarctica?</p>	
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			<p>would or would not want to live near a volcano.</p> <ul style="list-style-type: none"> • Stating that an earthquake is caused when two plate boundaries move and shake the ground; describing that earthquakes happen along plate boundaries and listing some negative that an earthquake can have on a community. • Observing, digitally recording and mapping different rocks using a symbol on a map, identifying rock types and their origins based on collected data. <p>Key vocabulary: crust, inner core, outer core, dormant, extinct, active</p> <p>Key enrichment experiences: D&T project – making a volcano</p> <p>Fieldwork: Where have the rocks around school come from?</p> <p>Cross Curricular Links: <u>Oracy:</u> listening and responding appropriately to adults and their peers whilst analysing rocks; asking relevant questions about rocks and where they have come from; articulating and justifying arguments on whether they would live near a volcano; describing the properties of the layers of the Earth; verbally exploring ideas for their own earthquake-proof building. <u>Reading:</u> retrieving and recording information from non-fiction texts on volcano classification. <u>Science:</u> Rocks: Exploring how rocks change over time to form mountains and</p>		<p>different types of land use they can see and creating a key to reflect these.</p> <ul style="list-style-type: none"> • Following a route on an OS map. Identifying and discussing reasons for the locations of the human and physical features they see during fieldwork. • Locating and matching geographical regions on the maps; identifying one change to the local area over time; suggesting reasons as to why this happened. • Describing the location of New Delhi; identifying some of the city's human and physical features; explaining how land is used in New Delhi. <p>Key vocabulary: agricultural, commercial, dispersed, nucleated, country border, residential, recreational</p> <p>Key enrichment experiences: Fieldwork: Can I explain the location features in my local area?</p> <p>Cross Curricular Links: <u>Oracy:</u> Listening and responding appropriately to adults and their peers whilst conducting fieldwork; participating in collaborative conversations around what maps and photographs can tell us about the local area; articulating the similarities and differences between their locality and New Delhi. <u>Computing:</u> Using technology to locate and look at the features of UK coasts.</p>	<p>Who was Shackleton?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Describing what lines of latitude and longitude are and giving an example of a significant line of latitude. Understanding that the Northern and Southern Hemispheres experience seasons at different times from one another. Defining what climate zones are and giving an example. • Understanding Antarctica has a polar climate made up of ice sheets, snow and mountains; describing Antarctica's location in the far south of the globe. • Stating that tourism and research are the two main reasons people visit Antarctica; describing equipment researchers might use as well as clothes they wear; listing some of research carried out in Antarctica. • Stating the outcome of Shackleton's expedition; successfully plotting four-figure grid references at the point where the vertical and horizontal line meet; describing a similarity and difference between life in the UK compared to life in Antarctica. • Confidently use the zoom function on a digital map; beginning to recall the eight points of a compass; recognising and describing features of their school grounds from an aerial map. <p>Key vocabulary:</p>	
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			<p>volcanoes and where rocks originally come from; learning that rocks break down into fertile soils in a volcanic environment; grouping and comparing rocks based on their appearance and properties; observing crystals and grains in a rock during their fieldwork. Living things and their habitats: Recognising how volcanoes can change a landscape and realising the impact this may have on living things. Forces: Noticing that earthquakes occur because of forces at tectonic plate boundaries.</p> <p><u>Art</u>: Practising their control of materials by crafting a model of the Earth.</p> <p><u>Computing</u>: Using search technologies effectively when researching volcano classification.</p> <p>Writing opportunity: Recount in a diary – the life of a volcano</p> 		<p><u>History</u>: Studying a famous Antarctic explorer from British history.</p> 	<p>hemisphere, latitude, longitude, climate, direction, compass points</p> <p>Key enrichment experiences: Fieldwork: Can we plan an expedition around school? How did our expedition go?</p> <p>Cross Curricular Links: <u>Oracy</u>: Articulating and justifying their ideas around the similarities and differences between the UK and Antarctica; listening and responding appropriately to their peers when following instructions to map a route in the school grounds. <u>Maths</u>: Measurement: Converting between centimetres and kilometres to find the length of Antarctica using a ruler and calculator (greater depth only). Geometry - position and direction: Using coordinates on a 2D grid to find a position on a world map and plotting a point. <u>Science</u>: States of matter: Understanding that the sea around Antarctica can freeze and melt depending on the season and temperature. <u>Computing</u>: Using a digital device to record and present information on the experience of a researcher in Antarctica (optional); Understanding how the internet can provide useful services such as Google Earth to explore their locality. <u>History</u>: Studying a famous Antarctic explorer from British history.</p> <p>Writing opportunity: Non-chronological report – Shackleton</p>	
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<p>Year 4</p>	<p>Disciplinary vocabulary:</p> <p>Geographical skills and fieldwork:</p> <p><u>Geographical</u></p> <p>benefit / advantage drawback / disadvantage process approximate <u>Mapping</u> represent grid square <u>Fieldwork</u> investigate risk enquiry analyse quantitative / qualitative data summarise reliability</p>		<p>Topic Overview</p> <p>Where does our food come from?</p> <p>Kapow Scheme link: https://shorturl.at/gASFq</p> <p>National Curriculum Statements:</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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. 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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of</p>		<p>Topic Overview</p> <p>Why are rainforests important to us?</p> <p>Kapow Scheme link: https://shorturl.at/icCJP</p> <p>National Curriculum Statements:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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</p>	<p>Topic Overview</p> <p>What are rivers and how are they used?</p> <p>Kapow Scheme link: https://shorturl.at/4ogQR</p> <p>National Curriculum Statements:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. Use maps, atlases, globes and digital/computer</p>	<p>Topic Overview</p> <p>How have the buildings in Skegness changed?</p> <p>National Curriculum Statements:</p> <p>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. 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.</p> <p>Key Criteria:</p> <p>Mapping the area. Following a route. Collecting data. Presenting data.</p> <p>Key vocabulary:</p> <p>observation, enquiry, questioning, planning, data collection, analyse, evaluate</p> <p>Key enrichment experiences:</p> <p>Fieldwork:</p> <p>Fieldwork – Outdoor learning</p> 

			<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork: Pupils should be taught to: 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.</p> <p>Key Criteria: How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> Identifying that different foods grow in different biomes and stating why; explaining which food has the most significant negative impact on the environment and suggesting why; noting one change people can make to combat this. 		<p>region within North or South America. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork: Pupils should be taught to: 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> <p>Key Criteria: Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> Describing a biome and giving an example; 	<p>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.</p> <p>Key Criteria: What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can find out about our local river?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> Identifying water stores and processes and explaining that water moves in a constant cycle. Describing the start and end of a river, naming the three courses and giving examples of features of a river. Using an atlas to locate and name rivers and their respective continents and creating key independently showing their representations of rivers. Describing different ways a river is used explaining the importance of rivers and identifying some problems that affects rivers. Describing human and physical features around their local river; 	
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			<ul style="list-style-type: none"> • Describing the intentions of trading responsibly and stating one way it can help farmers; understanding importing food can be both helpful and harmful. • Stating one positive and one negative aspect of importing products; describing the journey of a cocoa bean and one process it has to go through. • Locating countries on a blank world map using an atlas. Using a scale bar correctly to measure approximate distances. Designing an interview question to ask about where their food comes from. • Collecting data through an interview process and analysing the responses to help answer the enquiry question. • Acknowledging that where food is sourced is a complex matter and stating examples of both advantages and disadvantages. <p>Key vocabulary: freight, distribution, fertiliser, pesticides, qualitative, quantitative</p> <p>Key enrichment experiences: Potential farmer visiting and tasting of foods.</p> <p>Fieldwork:</p> <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Articulating and justifying ways in which a particular food choice can negatively impact the environment and what can be done to make a positive difference; asking</p>		<p>stating the location and some key features of the Amazon rainforest.</p> <ul style="list-style-type: none"> • Naming and describing the four layers of tropical rainforests and understanding that trees and plants have adapted to living there, giving an. • Defining the word indigenous and giving an example of how indigenous people use the Amazon's resources Naming one way the Amazon is changing. • Articulating why the Amazon rainforest is important, giving an example of how humans are having a negative impact on the Amazon and offering one action that can be taken to help. <p>Key vocabulary: biome, canopy, emergent layer, forest floor, indigenous, latitude, Tropic of Capricorn, Tropic of Cancer</p> <p>Key enrichment experiences: Fieldwork: How is our local woodland used?</p> <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Using manners when carrying out questionnaires during woodland fieldwork; participating in collaborative conversations about what maps and photographs can tell us about the Amazon rainforest; justifying their arguments for saving the Amazon rainforest; asking relevant questions to understand how plants have adapted to living in a tropical rainforest; giving well-</p>	<p>identifying and describing the location of features on an OS map.</p> <p>Key vocabulary: evaporation, condensation, irrigation, river mouth, tributary, meander</p> <p>Key enrichment experiences: Fieldwork: What features does our local river have?</p> <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Participating in collaborative conversations about what maps and photographs can tell us about the local river; listening and responding appropriately to adults and their peers whilst conducting fieldwork; presenting their findings from their rivers fieldwork. <u>Science:</u> States of matter: Identifying the part played by evaporation and condensation in the water cycle. <u>D&T:</u> Make: Practising shaping, cutting and joining skills to create a model of a river.</p> <p>Writing opportunity: Link to stories from another culture.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	
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			<p>questions during an interview to extend their understanding of where school dinners come from; gaining and maintaining interests of the listeners when presenting reports on where it is best to shop and why. Reading: Reading non-fiction texts and summarising key ideas to present to the class about how different foods impact the environment. Writing: Writing a balanced argument on where best to buy food by discussing and recording ideas and organising them into paragraphs.</p> <p><u>Maths</u>: Measurement: Converting centimetres to kilometres using a scale bar on a map and a calculator. Statistics: Interpreting data from a tally chart showing where household food comes from.</p> <p><u>Science</u>: Living things and their habitats: Recognising how climate change may impact food sources. Properties and changes of materials: Recognising that chocolate comes from a cocoa bean and goes through a process where it changes state to become chocolate.</p> <p><u>Computing</u>: Using a digital device to create content to present to an audience that informs them of the relationship between food and the environment.</p> <p><u>PSHE</u>: Discussing things they can do to help look after their environment.</p> <p>Writing opportunity: Recount in Newspaper – Life of a piece of food.</p>		<p>structured descriptions and explanations on how indigenous tribes use the Amazon rainforest to survive; presenting their findings from their woodland fieldwork. Writing: Planning and writing a fact file on the indigenous peoples and a letter about saving the rainforest by discussing and recording ideas and organising them into paragraphs; writing a letter to the Brazilian government.</p> <p><u>Maths</u>: Statistics: Completing, interpreting and presenting data on how people use the local woodland using tally charts and bar charts.</p> <p><u>Science</u>: Plants: Identifying and describing the functions of different parts rainforest plants; exploring how plants have adapted to survive in the Amazon rainforest. Animals including humans: Interpreting and identifying where producers, predators and prey live in the rainforest and why. Living things and their habitats: Exploring the human impact on the Amazon rainforest with particular focus on deforestation, recognising that the Amazon rainforest is changing and the effects of this.</p> <p><u>History</u>: Devise historically valid questions on changes, causes and significance to the indigenous peoples when logging and mining groups entered the Amazon rainforest.</p> <p><u>PSHE</u>: Discussing things they can do to help look after their environment.</p>		
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<p>Year 5</p>	<p>Disciplinary vocabulary:</p> <p>Geographical skills and fieldwork: <u>Geographical</u> environment geology dependent threat <u>Mapping</u> Land height thematic map digital map <u>Fieldwork</u> fieldwork evidence</p>		<p>Topic Overview Would you like to live in the desert?</p> <p>Kapow Scheme link: https://shorturl.at/c55vK</p> <p>National Curriculum Statements: 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. 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). Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	<p>Topic Overview What materials are used around school?</p> <p>National Curriculum Statements: 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. 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.</p> <p>Key Criteria: Mapping the area. Following a route. Collecting data. Presenting data.</p> <p>Key vocabulary: observation, enquiry, questioning, planning, data collection, analyse, evaluate</p> <p>Key enrichment experiences:</p> <p>Fieldwork: Fieldwork – Outdoor learning</p> 	<p>Topic Overview What is life like in the Alps?</p> <p>Kapow Scheme link: https://shorturl.at/d7FEw</p> <p>National Curriculum Statements: 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. 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). 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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – human geography, including: types of settlement and land use,</p>	<p>Topic Overview Why do oceans matter?</p> <p>Kapow Scheme link: https://shorturl.at/gOesz</p> <p>National Curriculum Statements: 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 hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	



			<p>European country, and a region within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – 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. <p>Geographical skills and fieldwork: Pupils should be taught to: use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <p>Key Criteria:</p> <p>What is a hot desert biome? Where are deserts located? What physical features found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Identifying the line of latitude where hot desert biomes are located; describing the characteristics of a hot desert biome, including the climate, landscape and nature. • Locating the largest deserts in each continent; describing ways the Mojave Desert is used; comparing the temperatures of two deserts. 		<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork: Pupils should be taught to: use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <p>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> <p>Key Criteria:</p> <p>Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Locating the Alps on a world map and identifying and labelling the eight countries they spread through. • Locating three physical and three human characteristics in the Alps. • Researching and describing the physical and human features of Innsbruck. • Using a variety of data collection methods including completing a questionnaire, mapping the route they take and deciding whether to sketch or take photographs to collect data. 	<p>– 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.</p> <p>Geographical skills and fieldwork: Pupils should be taught to: use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <p>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> <p>Key Criteria:</p> <p>How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Describing the water cycle; how the ocean is used for human activity, including mapping trading routes and how it helps to regulate the Earth's climate and temperature. • Identifying the Great Barrier Reef as part of Australia; describing its benefits to homing sea creatures and acting as a barrier to natural disasters. • Describing what can be seen on maps that show data on reefs and oceans. Describing ways in which humans are impacting the oceans 	
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			<ul style="list-style-type: none"> • Naming and describing the physical features of deserts and beginning to explain how they are formed. • Recognising that the Mojave Desert has a different time zone to the UK; describing how humans use the desert. • Beginning to explain how human activity may contribute to the changing climate and environment of the desert. • Identifying characteristics of two contrasting biomes and comparing land use; discussing if a desert environment is hospitable and why. <p>Key vocabulary: agriculture, desertification, time zone, tourist attraction, drought, arid</p> <p>Key enrichment experiences:</p> <p>Fieldwork:</p> <p>Cross Curricular Links: <u>Oracy:</u> Reading: Retrieving and recording information from non-fiction texts on environmental threats facing deserts. Writing - composition: Writing a letter to a family which includes both benefits and drawbacks about living in a desert environment. <u>Maths:</u> Number – number and place value: Comparing numbers on a line graph showing temperature. Statistics: Solving comparison problems using a line graph showing temperature. Beginning to associate line graph data with changes over time in</p>		<ul style="list-style-type: none"> • Describing the similarities and differences of the human and physical geography of the local area of Innsbruck. • Describing at least four of the aspects of the Alp’s human and physical geography to answer the enquiry question, ‘What is life like in the Alps?’ <p>Key vocabulary: coniferous, deciduous, hemisphere, latitude, temperature, tourism</p> <p>Key enrichment experiences:</p> <p>Fieldwork:</p> <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Maintaining attention and participating actively in collaborative conversations about the human and physical characteristics of the Alps; listening and responding appropriately to adults and their peers when completing fieldwork in the local area; presenting their findings when comparing the local area with an Alpine area. Writing - composition: Writing a tourist brochure which includes information about the human and physical features of the Alps. <u>Science:</u> Rocks: Exploring how rocks change over time to form mountains. <u>PSHE:</u> Discussing things they can do to help look after their environment.</p> <p>Writing opportunity: Persuasion – Radio or TV – What is there to do?</p>	<p>and the consequences this will have.</p> <ul style="list-style-type: none"> • Describing actions that can be taken to help support healthy oceans. Discussing which data collection method would be best for marine fieldwork and why. Identifying potential risks during fieldwork. <p>Key vocabulary: biodegradable, ecosystem, microplastics, coral bleaching, marine, current</p> <p>Key enrichment experiences: Fieldwork: How littered is our marine environment? What can we do to help our oceans?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Collecting data using a tally chart, photographs and plotting locations on a sketch map. Safely navigating the fieldwork environment, avoiding potential risks. • Using a tally chart and pie chart to state which was the most commonly found type of litter; plotting three locations on a digital map and making suggestions to improve a marine environment. <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Using sentence stems and word banks to help verbalise ideas around threats to oceans and coral reefs. Writing - composition: Planning and writing an information text about ocean environments.</p>	

			<p>the context of annual temperature.</p> <p><u>Science:</u> Evolution and inheritance: Considering the types of animals and plants that have adapted to living in a hot desert biome. States of matter: Associating the rate of evaporation with hot desert temperatures and the creation of salt flats. Earth and space: Comparing the time of day at different places on the Earth through internet links and direct communication. Living things and their habitats: Exploring how human activity has impacted upon desert environments.</p> 			<p><u>Maths:</u> Statistics: Creating a pie chart to reflect data found during fieldwork.</p> <p><u>Computing:</u> Using search technologies and digital content to research the Great Barrier Reef.</p> <p><u>PSHE:</u> Discussing things they can do to help look after their environment.</p> <p>Writing opportunity: Recount of a piece of litters journey in the ocean.</p> 	
<p>Year 6</p>	<p>Disciplinary vocabulary:</p> <p>Geographical skills and fieldwork:</p> <p><u>Geographical</u> impact landscape urban planner</p> <p><u>Mapping</u> six-figure grid reference contour lines</p> <p><u>Fieldwork</u> digital technologies conclusion GIS consideration justify subjective data collection methods</p>		<p>Topic Overview</p> <p>Why does population change?</p> <p>Kapow Scheme link: https://shorturl.at/wEVua</p> <p>National Curriculum Statements: 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 hills, mountains, coasts and rivers), and land-use patterns; and understand how some of</p>			<p>Topic Overview</p> <p>Where does our energy come from?</p> <p>Kapow Scheme link: https://shorturl.at/ttJSd</p> <p>National Curriculum Statements: 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 hills, mountains, coasts and rivers), and land-use patterns; and understand how some of</p>	<p>Topic Overview</p> <p>Can I carry out an independent fieldwork enquiry?</p> <p>Kapow Scheme link: https://shorturl.at/d8PpC</p> <p>National Curriculum Statements: 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 hills, mountains, coasts and rivers), and land-use patterns; and understand how some of</p>

			<p>these aspects have changed over time.</p> <p>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> <p>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> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</p>			<p>these aspects have changed over time.</p> <p>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> <p>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> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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> <p style="text-align: center;">Key Criteria: Why is energy important?</p>	<p>these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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> <p>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.</p> <p style="text-align: center;">Key Criteria:</p> <ul style="list-style-type: none"> Developing an enquiry question. Creating data collection methods. Mapping a route. Collecting the data. Analysing the data. Presenting the data. <p style="text-align: center;">Key Findings:</p> <ul style="list-style-type: none"> • Giving examples of issues in the local area and identifying questions to be asked. • Justifying which data collection method is most suited to gather data to answer the enquiry questions;
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			<p>including sketch maps, plans and graphs, and digital technologies.</p> <p>Key Criteria: How is the global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting population?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Listing where the most densely and sparsely populated areas are, describing the increase in global population over time and beginning to describe what might influence the environments people live in. • Defining birth and death rates and giving examples of what may influence them. • Defining migration, discussing push and pull factors explaining why some people have no choice to leave their homes. • Describing reasons why climate change happens and explaining the impact this is having on the population; suggesting an action they can take to fight climate change. <p>Key vocabulary: pollution, climate, populated, migration, density, Likert scale</p> <p>Key enrichment experiences: Fieldwork: How is population impacting our environment? Data and Findings</p>			<p>What is renewable energy? How does the United States generate energy? How does the UK generate energy? What is the best way to generate energy?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • Describing the significance of energy and giving examples of sources of energy and their trading routes. • Defining renewable and non-renewable energy; discussing the benefits and drawbacks of an energy type and understanding many things that need to be considered when deciding on an energy source. • Describing the significance of the Prime Meridian. Identifying human features on a digital map and discussing how transportation links have changed over time. • Locating UK cities on a map; using six-figure grid references to identify human and physical features on an OS map and using this to understand how energy sources are distributed in an area. • Describing a benefit and a drawback of an energy source. Justifying the location of an energy source by making careful considerations. <p>Key vocabulary: biofuel, consumption, hydropower, producer, regenerate, six-figure grid reference</p>	<p>designing and accurate data collection template.</p> <ul style="list-style-type: none"> • Identifying suitable data collection points along the route; discussing how to mediate potential risks involved. • Collecting data at points located on an OS map and managing risks. • Identifying any outcomes from data collected and mapping this digitally. • Describing the enquiry process including the data collected and suggested improvements to the area based on findings. <p>Key vocabulary: enquiry, region, subjective, justify, impact, audience</p> <p>Key enrichment experiences: Fieldwork: Fieldwork – Outdoor learning Collecting data.</p> <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Listening and responding appropriately to adults and their peers whilst conducting fieldwork; using manners when carrying out questionnaires during fieldwork; presenting their fieldwork data to an audience. Writing: Identifying an audience to collect data and designing and creating data collection methods; planning and writing a fact file on the process of the fieldwork enquiry and its outcome. <u>Computing:</u> Using digital mapping software to follow their fieldwork route digitally; selecting and using</p>
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			<p>Key Findings:</p> <ul style="list-style-type: none"> Following the pre-prepared route on their OS map; using a variety of data collection methods, including a Likert scale; and collecting information from a member of the public. Creating a digital map to plot data, comparing data from the two locations and suggesting an idea to improve the environment. <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Giving descriptions and expressing opinions on how hospitable an environment is; playing a vocabulary game to show an understanding of new words; contributing their viewpoint on why people may choose to migrate; presenting a poster to explain the impact of climate change on the population; using the correct command of Standard English and responding appropriately when speaking to the general public during fieldwork; reading a report to present and analyse their fieldwork data. Writing: Identifying an audience, developing an initial idea and drawing on their research to create a typed report of their fieldwork findings. <u>Maths:</u> Statistics: Interpreting a population pie chart and drawing a line graph to show population growth; interpreting population data from a table to calculate natural increase. Number: Using population data to calculate natural increase.</p>			<p>Key enrichment experiences: Fieldwork: Where is the best place for a solar panel on the school grounds?</p> <p>Key Findings</p> <ul style="list-style-type: none"> Designing and using interview questions, plotting points on a sketch map and justifying their decision for the location of a solar panel. <p>Cross Curricular Links: <u>Oracy:</u> Spoken language: Participating in collaborative conversations considering what maps and photographs can tell us about Midland, Texas and Port of Blyth; giving well-structured descriptions and explanations on the different ways energy can be generated; listening and responding appropriately to adults and their peers whilst conducting fieldwork on the school grounds. Reading: Retrieving and recording information from non-fiction texts on the different ways to generate energy. <u>Science:</u> Earth and space: Comparing the time of day at different places on the Earth through internet links and direct communication. <u>PSHE:</u> Discussing things they can do to help look after their environment.</p> <p>Writing opportunity: Explanation</p>	<p>software to design data collection templates and to create a presentation to show the outcome of the fieldwork enquiry</p> 
							

			<p><u>Computing:</u> Understanding that the internet can be a tool for communicating and presenting data through digital map making; using a digital device to create content that explains what climate change is, why it is happening, its impact and how we can fight it.</p> <p><u>History:</u> Noting population trends over time and addressing questions on the cause of these.</p> <p> </p>				
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