



REFER TO EYFS PLANNING OVERVIEWS FOR DETAILS OF PROVISIO IN NURSERY AND RECEPTION

YEAR GROUP	ACTIVITIES PLANNED AND THEMATIC/TOPIC LINKS (What activities will be taught? What cross-curricular/ topic context will this be in?)	NATIONAL CURRICULUM: What do children need to know and understand?	LEARNING OUTCOMES	KEY VOCABULARY CONCEPTUAL LINKS ACROSS THE CURRICULUM
1 and 2	<p>AUTUMN: <u>Ya What is weather like around the world?</u> weather and seasons</p> <p>Examples of enrichment, hooks for learning and focus for learning</p> <p>Teachers' suitcase mix up. Where could the suitcase be from? Designing and creating weather soundscapes. Making survival kits and leaflets for habitats. Art, drama and geography work assembly presentation.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 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 United Kingdom 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 Use simple compass directions(NSEW) and locational and directional language to describe the location on routes and maps 	<p><u>GEOGRAPHICAL KNOWLEDGE</u></p> <p>UK AND LOCALITY</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can name and locate on the 4 countries of the UK I know about my local area and can name key land marks <p>Year 2:</p> <ul style="list-style-type: none"> I can name and locate on a map the 4 countries of UK and the capital cities I can identify physical and human landmarks in my local area <p>EXT:</p> <ul style="list-style-type: none"> I can locate on a range of maps <p>WORLD AND CONTINENTS</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can recognise some continents and oceans on a globe or atlas I can point out the Equator, North and South Pole <p>Year2:</p> <ul style="list-style-type: none"> I can name and locate the seven continents and five oceans <p>EXT:</p> <ul style="list-style-type: none"> I can give the relative location of these to the Equator and North and South Pole 	<p>YEAR 1</p> <p>year far left right map plan globe journey travel long transport lorry bus car summer winter autumn spring seasons short wind snow rain hail fog wet dry hot cold wide</p>
	<p>SPRING: <u>Ya What was life like in a castle?</u></p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its 	<p><u>GEOGRAPHICAL UNDERSTANDING FOR YEAR A</u></p> <p>PHYSICAL</p> <p>Year 1:</p> <p>UK: I can talk about the day to day weather and some of the features of the seasons in my locality WORLD: I can show awareness that weather may vary in different parts of the UK and around the world</p> <p>Year 2:</p> <p>UK: I can identify seasonal and daily weather patterns in the UK WORLD: I can describe which continents have significant hot or cold areas and relate these to the Poles and the Equator</p> <p>EXT:</p>	



	<p>GEOGRAPHY ELEMENTS: maps work, google maps, aerial photos</p>	<p>grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> I can talk confidently about how seasons change throughout the year and characteristic weather associated with the seasons I can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and Poles 	<p>YEAR 2</p> <p>England Scotland Northern Ireland Eire Wales North South east west larger location route aerial view landscape environment London Edinburgh Cardiff Belfast smaller Dublin Equator North Pole South Pole Irish Sea North Sea English Channel local distant behind</p> <p>HISTORY CONCEPTUAL LINKS: How settlements have changed over time. How food production and distribution has changed over time. How homes and houses have developed</p>
	<p>SUMMER: Ya. <u>What can we find out about where plants animals live?</u></p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions and locational direction language to describe location or features on routes and maps. 	<p>HUMAN Year 1:</p> <ul style="list-style-type: none"> I can suggest suitable clothing for different kinds of weather <p>Year 2:</p> <ul style="list-style-type: none"> I can suggest how weather can impact on day to day life for people 	
1 and 2	<p>AUTUMN: Yb <u>What is it like in different parts of the UK?</u></p> <p>Examples of enrichment, hooks for learning and focus for learning</p> <p>Walk through Wombwell Help Teddy find out about our local area – challenge with activity booklet to complete UK celebration tea party with food, dance, art work and information collected through topic work. Class display of learning to be shared in assembly</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical (forest, hill, mountain, sea, ocean, river) and human (town, village, shop, houses, office, harbour) features. <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> 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 fieldwork and observation skills to study the geography of their school and its grounds 	<p>UNDERSTANDING PLACES AND MAKING LINKS Year 1:</p> <ul style="list-style-type: none"> I can describe an aspect of the physical and human geography in a distant place (non- European country) <p>Year 2:</p> <ul style="list-style-type: none"> I can describe an aspect of the physical and human geography in a distant place (non-European country) and say how it is different and similar to my locality <p>EXT:</p> <ul style="list-style-type: none"> I can confidently describe several aspects of the physical and human geography of a distant place and make several comparisons between my locality <p>FIELDWORK AND INVESTIGATION Year 1:</p> <ul style="list-style-type: none"> I can assist in keeping a weekly weather chart based on first hand observations using picture symbols <p>Year 2:</p> <ul style="list-style-type: none"> I can keep my own weekly weather chart <p>EXT:</p> <ul style="list-style-type: none"> I can talk about data in relation to my weather chart and identify patterns <p><u>GEOGRAPHICAL UNDERSTANDING FOR YEAR B</u> PHYSICAL Year 1:</p> <ul style="list-style-type: none"> I can name key features of a natural environment <p>Year 2:</p> <ul style="list-style-type: none"> I can recognise and describe a natural environment using key vocabulary appropriately 	
	<p>SPRING: Yb. <u>Why are these people famous?</u></p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 		



<p><u>Linked to Great Fire of London</u></p>	<p>the countries, continents and oceans studied at this key stage</p>	<p>EXT:</p> <ul style="list-style-type: none"> I can recognise different natural environments and describe them using a wider range of key vocabulary accurately and appropriately 	<p>over time. Development of leisure linked to locality (coast, rural city)</p>
<p>SUMMER: <u>Yb What will you find at the seaside?</u> GEOGRAPHY ELEMENTS physical and human geography plants and animals</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>Human and physical geography</p> <ul style="list-style-type: none"> Key physical features: soil, vegetation, season and weather Key human features: farm 	<p>HUMAN</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can talk about a human environment such as the local area or a UK city, naming some features using some key vocabulary <p>Year 2:</p> <ul style="list-style-type: none"> I can identify human environments, such as the local area and contrasting settlement, describe and compare them and some of the activities that occur there using key vocabulary <p>EXT:</p> <ul style="list-style-type: none"> I can confidently make links and spot patterns between a range of human environments <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can make observations about and describe the local area and my the nearest local green space <p>Year 2:</p> <ul style="list-style-type: none"> I can make observations about and describe the local area and its physical and human geography <p>EXT:</p> <ul style="list-style-type: none"> I can describe how the physical and human are connected <p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u></p> <p>FIELDWORK AND INVESTIGATION</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can use aerial photographs to identify features of my locality. I can draw simple maps <p>Year 2:</p> <ul style="list-style-type: none"> I can draw a simple map with a basic key of places showing landmarks <p>MAP AND ATLAS WORK</p> <p>Year 1:</p> <ul style="list-style-type: none"> I can use an atlas to name and locate on a map the 4 countries of UK I know about my local area and can name key land marks <p>Year 2:</p> <ul style="list-style-type: none"> I can use an atlas to name and locate on a map the 4 countries of UK and the capital cities I can identify physical and human landmarks in my local area 	<p>SCIENCE CONCEPTUAL LINKS: Ecosystems, food chains, living things, biodiversity, environmental issues, the movement and position of the Earth, sun and moon. Rocks and geology.</p> <p>RE/PHSE CONEPTUAL LINKS : Festivals around the world linking to food and harvest.</p>



			<p>EXT:</p> <ul style="list-style-type: none"> I can locate on a range of maps 	
3	<p>AUTUMN: <u>How does South America compare to Wombwell?</u> Focus on Colombia Human and physical features and mapwork.</p> <p>Examples of enrichment, hooks for learning and focus for learning South American Carnival Celebration with costumes, samba music and food</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America. <p>Human and physical geography</p> <ul style="list-style-type: none"> physical geography including climates zones and biomes human geography including types of settlements <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. 	<p><u>GEOGRAPHICAL KNOWLEDGE</u></p> <p>UK AND LOCAL AREA/EUROPE</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can relate the continent, county, country and town/city where I live I can relate continent, county, state using a map or atlas I can locate and name some of the main rivers in the UK I can locate and name some of the main hills/mountains in the UK <p>Year 4:</p> <ul style="list-style-type: none"> I can describe where the UK is located and name and locate major urban areas using locational terminology I can name and locate some of the major rivers in Europe I can name and locate some of the main mountain ranges in Europe <p>EXT:</p> <ul style="list-style-type: none"> I can describe where the UK is located and name and locate a range of cities and counties <p>WIDER WORLD AND CONTINENTS</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can relate the continent, county, country and town/city where I live I can relate continent and country using a map or atlas <p>Year 4:</p> <ul style="list-style-type: none"> I can locate and describe some European cities using a map or atlas. I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude <p>EXT:</p>	<p>YEAR 3</p> <p>settlement community landscape relief map political map cliff ocean fieldwork sketch</p> <p>North East South West valley vegetation soil peat loam clay lake</p> <p>transport [carry] diagram</p> <p>South East mountain weathering erosion [within weathering] port harbour factory office industry</p>
	<p>SPRING: <u>What was life like from the Stone Age to the Iron Age? What was the influence of the Roman Empire on Britain and the British people?</u></p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <p>Human and physical geography</p> <ul style="list-style-type: none"> human geography including types of settlements, land use, economic activity 		



		including trade links and the distributions of natural resources including food	<ul style="list-style-type: none"> I can identify many countries in Europe and South America explain their location and illustrate with examples of continent, country and city 	compass North West climate
	SUMMER: <u>What is life like underwater?</u>	Human and physical geography <ul style="list-style-type: none"> physical geography including climates zones within the marine section. 	<u>GEOGRAPHICAL UNDERSTANDING</u>	
Year 3/4	AUTUMN: <u>How does where we live compare to Brazil in South America?</u> Examples of enrichment, hooks for learning and focus for learning Rang-tan Greenpeace animation for class debate. Presentation of cross-curricular topic work in assesmbly.	Location knowledge <ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Physical geography <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Human and physical geography Describe and understand key aspects of: . physical geography, including: climate zones, biomes and vegetation belts, Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <ul style="list-style-type: none"> . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. Compare these to Brazil 	PHYSICAL Year 3: <ul style="list-style-type: none"> I can indicate, tropical, temperate and polar climate zones on a globe or map I can describe key features of a rainforest using appropriate geographical vocabulary Year 4: <ul style="list-style-type: none"> I can describe characteristics of the world’s climate zones using appropriate vocabulary I can describe the water cycle in sequence using appropriate vocabulary and name some of the processes associated with rivers and mountains EXT: <ul style="list-style-type: none"> I can compare a river and mountain environment in the UK with those in a different country HUMAN Year 3: <ul style="list-style-type: none"> I can recognise and order a range of settlements from a village to a city I can explain how people are trying to manage their environment Year 4: <ul style="list-style-type: none"> I can use appropriate vocabulary to describe the main land uses within urban and rural settlement I can explain why people may prefer to live in a city or in a village EXT: <ul style="list-style-type: none"> I can describe and compare the distinctive characteristics of settlements with different functions and of different sizes 	YEAR 4 rain gauge anemometer thermometer weather vane hurricane blizzard Ordnance Survey distance scale grid reference satellite settlement patterns inland/ coastal urban/ rural valley contour height erosion [within rivers] deposition transportation meander [within rivers] floodplain source mouth tributary



	<p>SPRING: <u>What was life like in Britain from the Stone Age to the Iron Age?</u></p> <p><u>Who were the Romans and why did they invade Britain?</u></p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (mountains, coasts and rivers), and land-use patterns; and understand how these have changed over time. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps atlases globes and digital/computer mapping to locate countries and describe features studied. 	<p>UNDERSTANDING PLACES AND MAKING LINKS</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can describe similarities and differences between some regions in South America and the UK I can find different views about and environmental issue <p>Year 4:</p> <ul style="list-style-type: none"> I can describe similarities and differences between some regions in Europe and the UK I can explain how physical processes can cause hazards to people <p>EXT:</p> <ul style="list-style-type: none"> I can offer explanations for the similarities and differences between some regions in South America and regions of Europe using appropriate geographical vocabulary <p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u></p> <p>FIELDWORK AND INVESTIGATION</p>	<p>delta ox-bow lake spring [water] warm humid convection evaporation precipitation condensation groundwater runoff natural resources man-made materials hemisphere tropical polar trade</p> <p>HISTORICAL CONCEPTUAL LINKS:</p>
	<p>SUMMER: <u>How have scientists and inventions changed our lives today?</u></p>	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps atlases globes and digital/computer mapping to locate countries and describe features studied. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can use the zoom function of a digital map to locate familiar places I can generate enquiry questions as part of my independent research on a chosen area of South America <p>Year 4:</p> <ul style="list-style-type: none"> I can use the zoom function on a digital map to explore places at different scales and add annotations I can generate enquiry questions as part of my independent research on a chosen area of Europe <p>MAP AND ATLAS WORK</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use a map or atlas to identify countries and cities in South America I can give direction instructions with up to 8 compass points <p>Year 4:</p>	<p>Historical empire maps, land ownership changing over time.</p> <p>Evolving land use. Historical development of settlements. Trade and exploration.</p> <p>SCIENTIFIC CONCEPTUAL LINKS:</p> <p>Rock formation and geology. Habitats, climate zones, adaptations. Environmental issues such as conservation.</p> <p>RE/PHSE CONCEPTUAL LINKS:</p>
<p>4</p>	<p>AUTUMN: <u>Where would you like to visit in Europe?</u></p> <p>Examples of enrichment, hooks for learning and focus for learning</p> <p>Creative afternoon where children explore European countries to create a patchwork map. Creating a European Bunting. Whole class Euro-Vision style party with self-designed t.shirts, face painting and slideshows of our learning journey</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe(including the location of Russia) key physical and human characteristics, countries, and major cities locate counties and cities key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the UK and European countries. <p>Human and physical geography</p> <ul style="list-style-type: none"> physical geography including rivers, mountains and water cycle 		



<p>whilst listening to varied European music.</p>	<ul style="list-style-type: none"> human geography including economic activity and types of settlement 	<ul style="list-style-type: none"> I can use a map or atlas to identify countries and cities in Europe I can use four-figure grid references <p>EXT:</p> <ul style="list-style-type: none"> I can locate and identify many countries in both Europe and South America 	<p>Importance of cultures and festivals linking to the environment of an area</p>
<p>SPRING: <u>What was life like in Anglo-Saxon and Viking Britain?</u> Exploring modern day countries invaded and inhabited by Vikings and invaders – including trade</p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES</p> <p>Class Anglo-Saxon and Viking Learning celebration shared with whole school.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> human geography including types of settlements, land use, economic activity including trade links and the distributions of natural resources including food and wealth 		
<p>SUMMER: <u>What on Earth is beyond our planet?</u> Habitats of local environment focus on the environmental dangers and making positive changes</p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES</p> <p>Visit to Space Centre <u>How important is the water cycle to life on our planet?</u></p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe measure and record and present the human and physical features in the local areas including plans and graphs. 		



<p>5</p>	<p>AUTUMN: <u>How does Whitby compare to Wombwell?</u></p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES</p> <p>Educational visit to Whitby</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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><u>GEOGRAPHICAL KNOWLEDGE</u></p> <p>UK AND LOCAL AREA/EUROPE</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and describe how they change <p>Year 6:</p> <ul style="list-style-type: none"> I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. I can recognise broad land-use patterns in the UK <p>EXT:</p> <ul style="list-style-type: none"> I can locate and describe a range of contrasting physical environments in the UK and explain how they change <p>WIDER WORLD AND CONTINENTS</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can locate USA and Canada on a World Map I can describe key physical and human characteristics and environmental regions of Europe and South and North America I can locate many of the world's major rivers and deserts I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and relate these to their time zone, climate, seasons and vegetation <p>Year 6:</p> <ul style="list-style-type: none"> I can locate cities, countries and regions of Europe and North and south America on physical and political maps I can name and locate the world's main mountain ranges on a map I can name and locate some of the world's most famous volcanoes I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and relate these to their time zone, climate, seasons and vegetation <p>EXT:</p> <ul style="list-style-type: none"> I can describe, compare and contrast key physical and human characteristics and environmental regions of Europe and S and N America. <p><u>GEOGRAPHICAL UNDERSTANDING</u></p>	<p>YEAR 5</p> <p>climate/ weather climate zones biomes vegetation belts river mountain arid Prime/ Greenwich Meridian Time zones surface Sea level Grid reference terrain features Contour lines natural man-made population deposition transportation sustainable unsustainable resources products industrial Continent Sub-continent development irrigation Canopy [trees] Ordnance Survey grid reference symbols</p> <p>YEAR 6</p> <p>volcano</p>
	<p>SPRING: <u>What was life like for the children of Wombwell during WW1?</u></p> <p><u>Who were the Ancient Greeks?</u></p> <p>Locating on a map countries involved in WW1</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locating world's countries to focus on Europe 		



	<p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES WW1 Boot Camp</p> <p>Visit from Experience Barnsley Staff</p> <p>SUMMER: <u>Which animals and plants live in different habitats around the world?</u> habitats around the world with a focus on climate zones (North American dessert, tropical forests, tundra)</p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES Visit to SWP or BH to explore animals in their habitats.</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Locational knowledge</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>PHYSICAL</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can explain what the climate of a region is like and how plants and animals adapt to it I can describe the physical features of a coastal location and potential changes over time <p>Year 6:</p> <ul style="list-style-type: none"> I can understand how vegetation and climate are connected in biomes. I can explain how food production is influenced by climate I can understand how a mountain region was formed I can describe how volcanoes are created. I can describe how earthquakes are created. <p>EXT:</p> <ul style="list-style-type: none"> I can give a more detailed explanation of climate patterns of a region and describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. <p>HUMAN</p> <p>Year 5:</p> <ul style="list-style-type: none"> I know what life is like in cities and villages and in a range of settlement sizes I can explain how different types of industry have changed over time <p>Year 6:</p> <ul style="list-style-type: none"> I understand where our energy and natural resources come from I understand shopping choices impact on the lives of others <p>EXT:</p> <ul style="list-style-type: none"> I understand where our energy and natural resources come from and the impact of their use <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can understand how a region has changed and how it is different from another region of the UK I can explain and describe several threats to wildlife/habitats <p>Year 6:</p>	<p>earthquake tremor water cycle migrate disperse sustainability natural disaster natural resources distance scale urban rural land use</p> <p>naturalised indigenous immigrant survey questionnaire latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer Equator Arctic Antarctic renewable population biomes vegetation belts climate zones conservation pollution export import</p>
6	<p>AUTUMN: <u>What can we find out about the human and physical geography of the countries, oceans and cities of the Pacific Rim?</u> Exploring volcanoes, earthquakes and plate tectonics.</p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES News challenge collecting up to date news stories</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and physical geography</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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Year 5:</p> <ul style="list-style-type: none"> I know what life is like in cities and villages and in a range of settlement sizes I can explain how different types of industry have changed over time <p>Year 6:</p> <ul style="list-style-type: none"> I understand where our energy and natural resources come from I understand shopping choices impact on the lives of others <p>EXT:</p> <ul style="list-style-type: none"> I understand where our energy and natural resources come from and the impact of their use <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can understand how a region has changed and how it is different from another region of the UK I can explain and describe several threats to wildlife/habitats <p>Year 6:</p>	<p>earthquake tremor water cycle migrate disperse sustainability natural disaster natural resources distance scale urban rural land use</p> <p>naturalised indigenous immigrant survey questionnaire latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer Equator Arctic Antarctic renewable population biomes vegetation belts climate zones conservation pollution export import</p>



<p>on natural disasters. Natural disaster model making. Digital media presentation. Class presentation.</p>		<ul style="list-style-type: none"> I know information about a region of Europe and North or South America its physical environment and climate and economic activity I can explain why a biome may be under threat and suggest ways it may be protected <p>EXT:</p> <ul style="list-style-type: none"> I can explain why a biome may be under threat and suggest ways it may be protected for the future I can explain why no one type of energy production will meet all out needs 	<p>tropical equatorial subterranean</p>
<p>SPRING: <u>Who were the Ancient Egyptians?</u></p> <p>How did the Hillies Mining Disaster impact on the local community? (Victorian local history)</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u></p> <p>FIELDWORK AND INVESTIGATION</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can make a sketch map with symbols, a key and a scale I can present information gathered in fieldwork using a range of graphs I can plan a journey to a place in the UK <p>Year 6:</p> <ul style="list-style-type: none"> I can use digital maps to identify and investigate human and physical features I can plan a journey to a worldwide destination <p>EXT:</p> <ul style="list-style-type: none"> I can present information gathered I n fieldwork using a range of graphs and other data presentation techniques 	<p>HISTORY CONCEPTUAL LINKS: Trade, exploration, importance of key human geographical features to people through time (Nile to Egyptians). Industrial, economic heritage. Political and geographical links between countries impacting on world events. Geology how the makeup of the Earth has impacted on people over time.</p>
<p>SUMMER : <u>Does chocolate grow on trees?</u> Natural resources, economic activity and land use</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> describe human geography including land use, economic activity, distribution of natural resources (journey of chocolate from bean to bar). 	<p>MAP AND ATLAS WORK</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can use four-figure and six-figure grid references. I can recognise key symbols on an ordnance survey map I can read and compare map scales <p>Year 6:</p> <ul style="list-style-type: none"> I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and time zones I can use thematic maps for specific purposes I can use atlases to identify the distinct characteristics of some regions of Europe or N and S America <p>EXT:</p>	<p>SCIENCE CONCEPTUAL LINKS Climate zones and Biomes impact on people, plants and animals. Geology how the makeup of the Earth influences people. Environmental issues linking to conservation, global warming etc.</p> <p>RE/PHSE CONCEPTUAL LINKS Cultural heritage, festivals, links between physical geography, weather and belief systems</p>



			<ul style="list-style-type: none"> I can select and use the most appropriate map/atlas for a given purpose and present my findings choosing an appropriate format 	
--	--	--	--	--

CURRICULUM DELIVERY METHOD FOR EYFS CURRICULUM DELIVER METHOD FOR KS1 & KS2: There is a whole school focus on geography during the autumn term where geographical knowledge and skills are taught through rich contextualised learning themes. The majority of the Geography curriculum will be taught during the autumn term however links across other curriculum areas will be made explicit to pupils and taught as appropriate. Pupils have the opportunity to learn in school and during a range of educational visits.

ADDITIONAL WHOLE SCHOOL INFORMATION: (displays, website, theme weeks, initiatives, community links, PLT challenges, competitions, etc)

Information and evidence collect by teachers to be updated to class web pages including photographs of residential visits

Community Cohesion, enrichment and extra-curricular: Pupils have the opportunity to take part in school trips including residential trips to further their geographical learning. Through assemblies, theme weeks and lesson time pupils have the opportunity to explore local, national and international geography.

PLT challenges: Through the Autumn Term we have a whole school Geography focus and pupils are set half termly challenges to develop their PLTs. **SEN/Inclusion:** All lessons are differentiated and the school's inclusion policy followed. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.

PP/Dis: PP funding is used to ensure engagement from all PP|Dis students trips and residential are subsidised for these students. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.

G&T/Challenge: All Geography activities are differentiated. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.