Pub

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		Know what a map is used for. Identify features on a simple map (trees, house, river, mountain). Know that we live in Skegness which is in England. Know that there are other countries in the world. Know the type of house they live in (bungalow, house etc). Can explain the features of other homes. Can explain what daily life is like in our country. Talk about what they see in their environement (school/home). Talk about local environments.					
Reception		Identify features on a simple map (tree, house, river, mountain). Use maps to locate objects in ‘real life’. Draw information from simple maps. Know that they live in the UK and can name at least 1 other country. Can name some of the countries that make up the UK and at least 2 other countries. Know that different countries have different homes. Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other counties. Explain how life may be different for other children. Make comparisons between life for children in different countries. Talk about local environments. Recognise some environments that are different to the one in which they live. Use pictures to compare and contrast environments around the world.					
		Time Travellers	**Above and beyond**	**Telling Tales**	**A World Apart**	**Blue Planet**	**This is Me**
Year 1	Disciplinary vocabulary:	Question Overview **What is it like here?** **National Curriculum Statements:** -Use basic geographical language to refer to: key physical features, including:	Question Overview **What is the weather like in the UK?** **National Curriculum Statements:** -Name, locate and identify characteristics of the four		Question Overview **What is it like to live in Peru?** **National Curriculum Statements:** Use basic geographical language to refer to: key physical features, including:		Question Overview **Are all oceans the same?** **National Curriculum Statements:** -Name and locate the world’s seven continents and five oceans.

		beach, cliff, coast, forest, hill, mountain, sea, ocean. 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 -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 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. **Key Criteria** -Where in the world are we? - What can we see in our classroom? -What can we find in our school grounds? -Where are different places in our school? How do we feel about our playground? Can we make our playground even better? **Key vocabulary** aerial, map, symbol, key, atlas, country, town, fieldwork **Fieldwork** Locating features of our playground lesson 3 Draw a simple map lesson 4	countries and capital cities of the UK 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. -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 basic geographical language to refer to: key physical features, including: season and weather -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. -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 **Key Criteria** -Where is the UK? -What are the four seasons? -What are the compass directions? -What is the weather like today? -Is the weather the same everywhere in the UK? -How do people prepare for the weather? (Africa – log weather and make a comparison where is hotter/colder) **Key vocabulary** season, weather, continent, temperature, capital city compass		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 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 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. - Name and locate the world's seven continents and five oceans -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. **Key Criteria** -What can we see in our local area? -Can we map our local area? -Where in the world is Peru? -What can you see in Peru? -How is Mancora different from our local area? (Debate where would you prefer to live and why? Skegness/Mancora Peru **Key vocabulary** continent, town, beach, **Fieldwork** Walk in local area lesson 1 **Cross -curricular links**	**Key enrichment experiences:** Joint project with SJA -UK **Key vocabulary** country, capital city, river, mountain, landmark **Cross-curricular links** Art and Design - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (drawings of landmarks, flags etc) Oracy - Participate in discussions, presentations, performances, role play, improvisations and debates (sharing project with peers) 	- 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 **Key Criteria** -What is an ocean? -What are the 5 oceans of the world? -How can we protect our oceans? **Key vocabulary** ocean, coastline **Key enrichment experiences:** Trip to Aquarium **Cross-curricular links** Science - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (trip to aquarium) Oracy - Participate in discussions, presentations, performances, role play, improvisations and debates (debate pollution in seas/oceans). PSHE - What improves and harms their local, natural and built environments and about some of the ways people look after them (plastics in the ocean) 

		Cross- curricular links Oracy -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), Maths - Describe position, direction and movement, including whole, half, quarter and three quarter turns (locating features on the map of the playground). RSE & PSHE Thinking about things they can do to help look after their environment (playground). Art and Design - Use drawing, sculpture to develop and share their ideas, experiences and imagination (playground). 	**Fieldwork** Using a compass within the school grounds lesson 3 Measuring weather using different instruments lesson 4 **Cross- curricular links** Oracy -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (conversations about maps). Science – Observe changes across the four seasons (within school grounds). Observe and describe weather associated with the seasons and how day length varies (weather diary). Maths - Describe position, direction and movement, including whole, half, quarter and three quarter turns (using a compass). 		Maths - Describe position, direction and movement, including whole, half, quarter and three quarter turns (locate features in local area using compass directions). Art and Design - To use drawing and sculpture to develop and share their ideas, experiences and imagination (sketch map, designing a post card, sketching their view) Oracy - 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) **Key Writing Opportunity** To make a comparison between Mancora and our local area. 		
Year 2	Disciplinary vocabulary:	Question Overview **Can you find your way to the train station from school?** **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,	Question Overview **Can you track the International Space Station across the Earth?** **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	Question Overview **Can you identify where some Traditional Tales originate from?** **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	Question Overview **Where does chocolate come from?** **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	Question Overview **Explore Australia and where it is in the world.** **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.	Question Overview **What is it like to live by the coast?** **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.

		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. **Key Criteria** -Where is Skegness train station? -What local features will I see? **Key vocabulary** direction **Key enrichment experiences:** Visit to Skegness Train Station **Fieldwork** Tally features they see or find on their way to the train station. **Cross -curricular links** Maths- 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. 	-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 **Key Criteria** -Where are the continents? -Where is the equator? -Where in the world is the International Space Station? **Key vocabulary** Equator, climate, continent, ocean **Cross-curricular links** Oracy - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments (about maps and atlases). Maths- Use mathematical vocabulary to describe position, direction and movement (North, South, East and West on a map). Computing – Use technology purposefully to create, organise, store or retrieve digital content (tracking the ISS). 	globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **Key Criteria** -Where do chosen traditional tales come from? - What are some of the UK's amazing features and landmarks? -Where in the world is Russia? -What are the differences between Russia and the UK? **Key vocabulary** **Cross-curricular links** Oracy - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments. English – Writing for different purposes. **Key Writing Opportunity** To write a fact page about Russia and make a comparison between Russia and the UK.	-Use world maps and globes to identify countries, continents, and oceans. -Use aerial photographs to recognise landmarks and basic human and physical features. **Key Criteria** -Where in the world does chocolate come from? -What are the human and physical features of South America? -How is chocolate made? -Where in the world is Brazil? **Key vocabulary** rainforest **Key enrichment experiences:** Chocolate workshop **Cross-curricular links** Design and Technology - 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, according to their characteristics (workshop). Computing – Use technology purposefully to create, organise, store or retrieve digital content (Research about South America). English – Writing for different purposes. **Key Writing Opportunity** To create a leaflet about South America.	-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. **Key Criteria** -Where in the world is Australia? -Can you use directional language to locate features in Australia? -What is the weather like in Australia? -What are the differences between the UK and Australia? -What are some of Australia's amazing features? -What is life like in Australia? **Key vocabulary** Culture **Key enrichment experiences:** Joint project - Australia **Fieldwork** Using compass points outdoors lesson 2 **Cross -curricular links** Computing – Use technology purposefully to create, organise, store or retrieve digital content (project research).	- 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 human and physical features of its surrounding environment. **Key Criteria** -Where are the seas and oceans surrounding the UK? - What is the coast? - How do people use Skegness? -Can you use an aerial photograph to create a sketch map of Skegness? - Can you create your own map? **Key vocabulary** sketch map, key, **Key enrichment experiences:** Outdoor orienteering activity as part of transition work. **Fieldwork**

						Maths- Use mathematical vocabulary to describe position, direction and movement (North, South, East and West on a map). Oracy -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). English – Writing for different purposes. Art and Design - Use drawing, sculpture to develop and share their ideas, experiences and imagination (artwork for joint project) PSHE - To identify and respect the differences and similarities between people (lifestyle and culture) **Key Writing Opportunity** To make a comparison between Australia and the UK. To write about the lifestyle and culture in Australia.	**Cross -curricular links** Oracy -Participate actively in collaborative conversations, staying on topic and initiating and responding to comments (persuading tourists to visit Skegness). Art and Design - Use drawing, sculpture to develop and share their ideas, experiences and imagination (sketch maps)
Year 3	Disciplinary vocabulary:		Question Overview **Why do people live near volcanoes?** **National Curriculum Statements:** 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. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes	Question Overview **What can we see in our school grounds?** **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	Question Overview **Are all settlements the same?** **National Curriculum Statements:** 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. Understand geographical similarities and differences through the study of human	Question Overview **Who lives in Antarctica?** **National Curriculum Statements:** 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	

			and earthquakes, and the water cycle. - human geography, including: types of settlements. - use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. **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? **Key vocabulary:** crust, inner core, outer core, dormant, extinct, active **Key enrichment experiences:** D&T project – making a volcano **Fieldwork:** Where have the rocks around school come from? **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	United Kingdom and the wider world. **Key Criteria** Mapping the area. Following a route. Collecting data. Presenting data. **Key vocabulary:** observation, enquiry, questioning, planning, data collection, analyse, evaluate **Key enrichment experiences:** **Fieldwork:** Fieldwork – Outdoor learning	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). 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. 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. **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? **Key vocabulary:** agricultural, commercial, dispersed, nucleated, country border, residential, recreational **Key enrichment experiences:** **Fieldwork:** Can I explain the location features in my local area? **Cross Curricular Links:** <u>Oracy</u>: Listening and responding appropriately to adults and their peers whilst conducting fieldwork;	Kingdom, a region in a European country, and a region within North or South America 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. **Key Criteria:** What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? **Key vocabulary:** hemisphere, latitude, longitude, climate, direction, compass points **Key enrichment experiences:** **Fieldwork:** Can we plan an expedition around school? How did our expedition go? **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	

			form mountains and 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. Art: Practising their control of materials by crafting a model of the Earth. Computing: Using search technologies effectively when researching volcano classification.		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. Computing: Using technology to locate and look at the features of UK coasts. History: Studying a famous Antarctic explorer from British history.	around Antarctica can freeze and melt depending on the season and temperature. Computing: 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. History: Studying a famous Antarctic explorer from British history.	
Year 4	Disciplinary vocabulary:		Topic Overview **Where does our food come from?** **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. 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,		Topic Overview **Why are rainforests important?** **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. 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:	Topic Overview **What are rivers and how are they used?** **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. 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,	Topic Overview **How have the buildings in Skegness changed?** **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. **Key Criteria:** Mapping the area. Following a route. Collecting data. Presenting data.

			and the distribution of natural resources including energy, food, minerals and water. 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. **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? **Key vocabulary:** freight, distribution, fertiliser, pesticides, qualitative, quantitative **Key enrichment experiences:** **Fieldwork:** **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 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		- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. **Key Criteria:** Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? **Key vocabulary:** biome, canopy, emergent layer, forest floor, indigenous, latitude, Tropic of Capricorn, Tropic of Cancer **Key enrichment experiences:** **Fieldwork:** How is our local woodland used? **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-structured descriptions and explanations on how	and the distribution of natural resources including energy, food, minerals and water. 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. **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? **Key vocabulary:** evaporation, condensation, irrigation, river mouth, tributary, meander **Key enrichment experiences:** **Fieldwork:** What features does our local river have? **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.	**Key vocabulary:** observation, enquiry, questioning, planning, data collection, analyse, evaluate **Key enrichment experiences:** **Fieldwork:** Fieldwork – Outdoor learning

			the environment. Writing: Writing a balanced argument on where best to buy food by discussing and recording ideas and organising them into paragraphs. Maths: 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. Science: 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. Computing: Using a digital device to create content to present to an audience that informs them of the relationship between food and the environment. PSHE: Discussing things they can do to help look after their environment.		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. Maths: Statistics: Completing, interpreting and presenting data on how people use the local woodland using tally charts and bar charts. Science: 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. History: Devise historically valid questions on changes, causes and significance to the indigenous peoples when logging and mining groups entered the Amazon rainforest. PSHE: Discussing things they can do to help look after their environment.	D&T: Make: Practising shaping, cutting and joining skills to create a model of a river.	
Year 5	Disciplinary vocabulary:		Topic Overview **Would you like to live in the desert?** **National Curriculum Statements:** Identify the position and significance of latitude,	Topic Overview **What materials are used around school?** **National Curriculum Statements:** Use fieldwork to observe, measure, record and present	Topic Overview **What is life like in the Alps?** **National Curriculum Statements:** Locate the world's countries, using maps to focus on Europe (including the	Topic Overview **Why do oceans matter?** **National Curriculum Statements:** Understand geographical similarities and differences through the study of human	

			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. **Key Criteria:** 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? **Key vocabulary:** agriculture, desertification, time zone, tourist attraction, drought, arid **Key enrichment experiences:** **Fieldwork:** **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	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. **Key Criteria:** Mapping the area. Following a route. Collecting data. Presenting data. **Key vocabulary:** observation, enquiry, questioning, planning, data collection, analyse, evaluate **Key enrichment experiences:** **Fieldwork:** Fieldwork – Outdoor learning	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 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 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. **Key Criteria:** 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? **Key vocabulary:** coniferous, deciduous, hemisphere, latitude, temperature, tourism	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. 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. **Key Criteria:** 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? **Key vocabulary:** biodegradable, ecosystem, microplastics, coral bleaching, marine, current **Key enrichment experiences:** **Fieldwork:** How littered is our marine environment? **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.	

			about living in a desert environment. Maths: 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 the context of annual temperature. Science: 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.		**Key enrichment experiences:** **Fieldwork:** **Cross Curricular Links:** Oracy: 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. Science: Rocks: Exploring how rocks change over time to form mountains. PSHE: Discussing things they can do to help look after their environment.	Maths: Statistics: Creating a pie chart to reflect data found during fieldwork. Computing: Using search technologies and digital content to research the Great Barrier Reef. PSHE: Discussing things they can do to help look after their environment.	
Year 6	Disciplinary vocabulary:		Topic Overview **Why does population change?** **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. 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			Topic Overview **Where does our energy come from?** **National Curriculum Statements:** 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	Topic Overview **Can I carry out an independent fieldwork enquiry?** **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.

			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. 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. **Key Criteria:** How is the global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting population? **Key vocabulary:** pollution, climate, populated, migration, density, Likert scale **Key enrichment experiences:** **Fieldwork:** How is population impacting our environment? **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			Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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. 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. **Key Criteria:** Why is energy important? 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? **Key vocabulary:** biofuel, consumption, hydropower, producer, regenerate, six-figure grid reference **Key enrichment experiences:** **Fieldwork:** Where is the best place for a solar panel on the school grounds? **Cross Curricular Links:** <u>Oracy:</u> Spoken language: Participating in collaborative	**Key Criteria:** Developing an enquiry question. Creating data collection methods. Mapping a route. Analysing the data. Presenting the data. **Key vocabulary:** enquiry, region, subjective, justify, impact, audience **Key enrichment experiences:** **Fieldwork:** Fieldwork – Outdoor learning Collecting data. **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 software to design data collection templates and to create a presentation to show the outcome of the fieldwork enquiry

			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. Maths: 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. Computing: 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. History: Noting population trends over time and addressing questions on the cause of these.			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. Science: Earth and space: Comparing the time of day at different places on the Earth through internet links and direct communication. PSHE: Discussing things they can do to help look after their environment.	