



Clifton All Saints Academy

Curriculum Subject Map

Geography

Overview

	EYFS	Continuous Provision					
	KS1	Fieldwork skills will be taught within each unit Oddizzi scheme https://www.oddizzi.com/teachers/help/topic-planning					
	KS2	Fieldwork skills will be taught within each unit Oddizzi scheme https://www.oddizzi.com/teachers/help/topic-planning/					
EYFS	Rec'	What can we find and see outdoors? What is hibernation?		What happens in winter? Our Home Where did the dinosaurs live?		What is life like in other countries compared to life in England? How do homes differ?	
KS	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E Y F S	Rec. Understanding the World: The World	Opportunities to explore the outdoor environment, children are encouraged to use their senses to explore.	Understanding that people and communities celebrate different events in a variety of ways.	Winter walk on the Field-Children to talk about what they hear, see and feel. Using our lenses to collect words. Exploring the frozen world through	Looking at the features of the environment that the dinosaurs in the stories live in. How are the same to life now and how are they different? Human features. Looking at how dinosaurs lived	Through our topic and key stories the children will learn about different cultures. Children will learn about respecting other cultures, religions and ways of life. Comparing life in England to other countries.	Using the 'Three Little Pigs' story, compare types of homes and the differences between them discussing the positives and negatives. Compare the 'little Red and the very hungry lion' story to 'little red riding

		<p>Autumnal walk on the Field-Children to talk about what they hear, see and feel. Using our 'lenses' to collect words. What is Harvest?</p> <p>What is hibernation? Where do bears live? Looking at the countries that bears are native to. Locating the countries on a map. Looking at bear habitats, how is their environment different to what we live in.</p>		<p>invitation to play experiences, photos, books and media. Talking about ourselves, families and friends.</p> <p>Using Google Earth to locate our houses and streets.</p>	<p>compared to life now. What did dinosaurs eat? Learn about herbivores, omnivores and carnivores Looking closely at the features of dinosaurs grouping into herbivores, omnivores and carnivores based on features e.g. armoured bodies, long necks, strong legs What happened to the dinosaurs? Children to understand some important processes and changes in the natural world.</p>	<p>Using maps and globes to talk about and locate different countries. Building up vocabulary to compare and contrast the physical features of different countries. Learning about the animals that are native to different countries. Finding out about the role climate has on countries.</p>	<p>hood'. Children to talk about the differences and choose their favourite versions.</p>
		Key Vocab	Key Vocab	Key Vocab	Key Vocab	Key Vocab	Key Vocab
KS1	Y1	<p>Human Geography & Place Knowledge Settlements and Our Local Area Know their address, including their postcode Create simple maps of their school and local area Know the differences between towns and villages, thinking about rural and urban places</p>		<p>Location Knowledge The United Kingdom Know the names and locate the four countries that make up the UK and name the three main seas around the UK Know the name of and locate the four capital cities of the England, Scotland, Wales and Northern Ireland</p>		<p>Physical Geography Weather and Seasons Know and recognise the main weather symbols Know which the hottest and coldest seasons are in the UK.</p>	

	Know which is north, east, south and west on a compass		Know what some physical features of the UK, including mountains, lakes, rivers, islands and beaches			
	Key Vocab Clifton Bedfordshire settlement urban rural village town city building map office route street map symbol east local north south west		Key Vocab English Channel Europe Ireland Irish Sea North Sea Clifton village town city country river mountain feature Ben Nevis sea across northern capital city		Key Vocab My school, Clifton All Saints Academy rain season Spring Summer Autumn Winter snow sunshine temperature wind Arctic inside outside polar Antarctica Earth	
Y2	Location Knowledge Continents and Oceans Know our school is in Clifton, Bedfordshire, England, UK Know the names of and locate the seven continents of the world, inc. the location of the UK in Europe Know the names of and locate the five oceans of the world Know there is a northern and southern hemisphere			Physical Geography Hot and Cold Places Locate a range of hot and cold places on a map or a globe Know the features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe or map	Place Knowledge Mugurameno Village, Zambia Locate Zambia in Africa on a map or globe Know the main similarities and differences between Clifton, Bedfordshire and a village in Zambia, Africa Understand how their locations within hot and cold regions might affect everyday life in both Clifton and Zambia	

		<p>Key Vocab Europe Asia Africa North America South America Oceania Antarctica atlas continent globe human ocean physical northern hemisphere southern hemisphere north south east west North Pole South Pole 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>Key Vocab Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert adapt desert habitat iceberg rainforest savanna Antarctic Circle Arctic Circle The Equator North Pole South Pole habitat equator adapt</p>	<p>Key Vocab Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia crop farm flood market waterfall wildlife eastern northern southern western crops population wildlife</p>	
KS2	Y3		<p>Location & Physical Geography Climate Zones Know what the world's main climate zones are and where they are located Understand how living in different times zones may affect everyday life differently Know where the Equator, the Tropic of Cancer and Tropic of Capricorn on a world map</p>			<p>Location Knowledge North America Know the location and main human and physical features of North America Know the largest country in North America and the names of four other countries and their capital cities</p>	<p>Place Knowledge Rio and South East Brazil Locate the 3 major cities of Brazil and know that Brasilia is the capital city Understand what a favela (settlement) is and what life is like for residents of a densely populated area of Rio de Janeiro Understand the human and physical similarities and differences between living in Oldham and Rio de Janeiro</p>
	Y4	<p>Physical Geography Raging Rivers</p>		<p>Location & Physical Geography Rainforests What a rainforest is.</p>		<p>Physical Geography Volcanoes & Earthquakes The structure of the Earth. Features of a volcano.</p>	

		<p>Know and label the main features of a river system</p> <p>Find and locate UK rivers using an atlas and know the names of 5 main world rivers</p> <p>Know why most cities are located by a river and the impact that can have on flooding</p> <p>Explain the main features of the water cycle</p>		<p>The different layers of a rainforest.</p> <p>The features of a rainforest.</p> <p>The characteristics of the Congo.</p> <p>The impact of deforestation.</p>		<p>Famous volcanoes and earthquakes.</p> <p>Effects of volcanoes and earthquakes.</p> <p>Preparing for an earthquake.</p> <p>What it's like living near a volcano.</p> <p>Features of a volcano.</p> <p>Famous volcanoes and earthquakes.</p> <p>Effects of volcanoes and earthquakes.</p> <p>Preparing for an earthquake.</p> <p>What it's like living near a volcano.</p>	
	Y5	<p>Physical Geography</p> <p>Mountains</p> <p>What a mountain is.</p> <p>The features of a mountain.</p> <p>How mountains are formed.</p> <p>Mountain climates.</p> <p>The UK and world's highest mountains.</p> <p>The importance of the Himalayas.</p>		<p>Place Knowledge</p> <p>European Region</p> <p>Identify some of the characteristics of Europe and some of Europe's cities.</p> <p>Explore cuisine and reasons to visit. Focus on The Mediterranean and Athens, Greece.</p>		<p>Place Knowledge</p> <p>South America – The Amazon Basin</p> <p>The location, importance and threats to the Amazon Basin and Rainforest. The human and physical features of Manaus. Similarities and differences between the Amazon Basin, south east Brazil and East Anglia, UK.</p>	
	Y6	<p>United Kingdom</p> <p>Comparing the countries of the UK.</p> <p>The UK's major cities.</p> <p>Physical characteristics of the UK.</p> <p>The UK's landscape and people.</p>				<p>Local Area & Region</p> <p>Fieldwork to investigate the region local to school.</p> <p>Exploring the area's location and its links to the wider world, before using road maps to investigate key features within a fifty-mile radius of the school. They then go on to use maps and fieldwork data to investigate</p>	

		Industries in the UK. Energy sources in the UK.				how this place meets people's needs. Working in groups, they present their findings in the form of a pull-put feature from a newspaper, incorporating an annotated Ordnance Survey map.	
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AUTUMN 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS Understanding the world	<p>Talk about members of their immediate family and community REC As chn play and settle, adults to communicate with the chn to establish a bond. Ask the chn about their family and home life. Use all their senses in handson exploration of natural materials. 3-4 Chn exploring their natural environment and resources.</p>	<p>Explore the natural world around them. REC Chn to explore their new environment. Talk about what they see, using a wide vocabulary 3-4 When exploring and playing, encourage the chn to talk about what they hear, see, smell and feel. Use the JC lenses to help focus the chn. Adults to model a sentence for example when looking at the wild flowers or when having snack. RE-The Creation Story</p>	<p>To understand the effect of changing seasons on the natural world around them. What is Harvest? Chn to learn about harvest. Why do communities celebrate harvest? Talk about the differences between materials and changes they notice. 3-4 Linking to Goldilocks and the three bears chn to follow a recipe to make porridge. How can they make it too lumpy or too smooth? Chn to explore the toppings to go with the porridge include syrup and honey.</p>	<p>To understand the effect of changing seasons on the natural world around them. REC Autumnal walk on the Field-Chn to talk about what they hear, see and feel. Can we observe any changes? Using our 'lenses' to collect words. Talk about what they see, using a wide vocabulary 3-4 Chn to explore a tuff tray of different harvested foods. Can the chn talk about what they can hear, see, smell and feel? Use the JC lenses for support.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos3-4 Comparing a polar bears habitat to that of a brown bears. Why is a polar bears fur white? Why do all bears hibernate apart from a polar bear? Continue to develop positive attitudes about the differences between people3-4 Like the story of the two species of bears and the creation story, talk about how we are all different.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Where do bears live? Looking at the countries that bears are native to. Have the chn been to any of the countries? Have they heard of the countries? Looking at bear habitats, how is their environment different to ours? Draw information from a simple map. REC Locating the countries on a map</p>

Key words: Cross curricular:							
	Autumn 2						
EYFS Understanding the world	Diwali and Bonfire Night Watch let's celebrate Diwali on Cbbc Discuss the celebration Add Rama and Sita to the timeline Listen to the story of Guy Fawkes and talk about it. When else do we use fireworks? Add Guy Fawkes and the Gunpowder plot to the timeline.	Remembrance Sunday Chn to learn that a cenotaph is a special place. Show the children different photos of cenotaphs. It's a place we go to think about the fallen. Chn to share any knowledge and experiences of family members who served in the armed forces. Add the first world war to the timeline	Anti-Bullying and Inter-Faith Week Recognise that people have different beliefs and that everyone is special. Children to explore different faith information books. What faiths do they know of? Celebrating our differences. Incarnation	Thanks Giving Children to listen to story behind the first Thanks Giving. Learn how American's celebrate Thanks' Giving. Compare Thanks Giving to other familiar celebrations. Link Thanks Giving to anti-bullying and inter-faith week- Pilgrims fleeing England and the Native Americans helping them.	Hanukkah Watch let's celebrate Hanukkah on Cbbc Discuss the celebration After reading Hanukkah Bear and watching let's celebrate talk about the key ways that Jews celebrate Hanukkah. Do the	Christmas Talk about Christmas and the importance it has for Christians. Why do we give presents? Could we have Christmas without presents? Look at how Christmas was celebrated in the past and across the world.	Christmas Watch let's celebrate Christmas on CBBC Discuss the celebration How do we get ready for Christmas? What are the children looking forward to? Perform the Nativity story Review our timeline using language including before, after, next, now, long ago.

					two information sources match? Light and dark - festivals we have that use light		
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SPRING 1

EYFS							
Understanding the world	<p>Recognise that some environments that are different to the one in which they live</p> <p>Children to explore polar animals and texts. Ice play to describe how cold it could be. What do animals have to keep them warm? <u>First Explorer's Snowy Animals</u></p> <p>Understand the effect of changing seasons on the natural world around them What do we wear in different seasons?</p>	<p>Talk about members of their immediate family</p> <p>Talk about how our family members have grown</p> <p>Comment on images of familiar situations in the past, including figures from the past</p> <p>Using the text- <u>Baby Bear's Chair</u></p> <p>How have we changed since we were a baby?</p> <p>Sorting toys into baby toys and 5-year-old toys.</p>	<p>Understand that some places are special to members of their community</p> <p>Following on from the story <u>Funny Bones</u>, talk about the places that are special to us in our village/town.</p> <p>Find out about how our body works and what makes up our body. Look at pictures of skeletons, organs etc.</p>	<p>Understand some important processes and changes in the natural world around them including states of matter</p> <p><u>Anna's counting book</u>. Link the rainbow to the story to the rainbow invitation to play resources. How are rainbows made?</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>How are people different? Link to <u>We're all wonders</u></p> <p>Name and describe people who are familiar to them</p> <p>Can we describe each other? What makes us unique and</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p><u>Read a Super Hero Like You</u> Children to talk about their past experiences of the different occupations. Have they seen a firefighter in action?</p> <p>Do they know what a scientist is? etc.</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Looking at information texts and story books based on occupations. Children to comment on photos and pictures.</p> <p>How have things such as uniforms and vehicles changed from the past?</p>	

					special? Name something, we like about each other		
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Spring 2

EYFS Understanding the world	<p>Understanding the effect of changing seasons on the natural world around them Season check- can we spot any more signs of spring since last time we looked? Can we identify any features of Spring? Explore the natural world around them, making observations and drawing pictures of animals and plants. Finding the egg and observing the egg and the environment. Draw pictures of what they can see happening. comparing to eggs- colour, size, animals born from eggs etc.</p>	<p>Compare and contrast characters from stories What did dinosaurs eat? What were they like? Learn about herbivores, omnivores and carnivores Looking closely at the features of dinosaurs- grouping into herbivores, omnivores and carnivores based on features e.g. armoured bodies, long necks, strong legs.</p>	<p>Describe what they see, hear and feel. Feeling the different textures in the book 'That's not my dinosaur'. Using the 'touching' lens, chn to talk about how they feel. What does it look like? Explore different materials, comparing, contrasting and describing. Understand the past through settings, characters and events encountered in books read in class Looking at information texts, looking at pictures of what the dinosaurs looked like, where they lived and how they behaved.</p>	<p>Recognise some environments that are different to the one in which they live. Where do dinosaurs live? Look at habitat Compare to Harry and the bucketful of dinosaurs- do they belong at the super market etc? Would all the dinosaurs want the same home? Dinosaur at our school- use the app FxGuruApp</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. How do we know about dinosaurs? Learn about paleontology How is the world different now? Chn to take part in a dinosaur fossil dig. Draw information from a single map Looking at the map to see where dinosaur fossils and bones have been found.</p>	<p>Recognise some environments that are different to the one in which they live. Using descriptive language to describe the habitat the dinosaurs lived in. We're going on a dino hunt. Draw information from a single map Making a story map of the story 'We're going on a dino hunt'</p>
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Summer 1

EYFS Understanding the world	<p>Understand some important processes and changes in the natural world around them To find out about the role climate has on countries. Link to C&L</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Topic review.</p>
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	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To use maps and globes to talk about and locate different countries.</p> <p>‘Here we Are’ Recap the town/village we live in, the country and where in the world we are. C&L</p>	<p>Looking at the pictures in ‘Snail and the whale’- describe what we can see. Has anyone travelled before to see wonderful things e.g. sea, mountains?</p> <p>Explore the natural world, making observations and drawing pictures of animals. Bugs invitation to play - How and why snails produce slime?</p>	<p>Using the book ‘The world around me’ Discuss the places we can see? Do the chn recognise any of the places? Have they seen them in pictures or in person? Where would they like to visit and explore? Link to C&L</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>How would we describe England? Looking at photos of Trinidad and England how are the countries the same/different? Chn to offer their feelings Link to C&L</p>	<p>Handa’s Surprise Comparing England to Kenya. Ways of life and environments.</p> <p>Learning about the animals that are native to different countries.</p>	<p>What have we learnt about the world, countries, environments, people and ways of like. Where would we like to visit and why?</p> <p>Chn to write a fact from the topic.</p>
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Summer 2

<p>EYFS</p> <p>Understanding the world</p>	<p>Know some similarities and differences between religious communities, drawing on their experiences and what has been read in class Read Jesus walks on water</p> <p>Understand some important processes and changes including changing states of matter</p> <p>What would happen to the gingerbread man if he went in the river? Explore items that would dissolve in water.</p>	<p>Recognise some environments are different to the ones in which they live Looking at pictures of the Meadows. What would it be like to live in the meadow? Bambi picture. Chn to explore the invitation to play of woodland animals that enjoy meadows.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Summer nature walk</p>	<p>Know some similarities and differences between religious communities, drawing on their experiences and what has been read in class</p> <p>Read the Wise man and the Foolish Man Link to the Giant’s castle in the clouds</p> <p>Recognise some environments are different to the ones in which they live Compare types of homes and the</p>	<p>Know some similarities and differences between religious communities, drawing on their experiences and what has been read in class</p> <p>Ganesha’s Sweet tooth</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Plant broad beans in a cup and watch them grow Observational pictures of the sky-link to Art</p>	<p>Know some similarities and differences between religious communities, drawing on their experiences and what has been read in class</p> <p>Hindu creation story Compare to the Christian creation story. Draw a representation of the story</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Observe the broad beans</p>	<p>Know some similarities and differences between religious communities, drawing on their experiences and what has been read in class Talk about our favourite stories</p> <p>Understand some important processes and changes including changing states of matter Baking bread. How do the ingredients change? Watch the bread raise.</p> <p>Recognise some environments are different to the ones in which they live Compare the ‘little Red and the very hungry lion’ story to ‘little red riding hood’</p> <p>Know some similarities and differences between things in the past and now, drawing on experiences.</p> <p>Talking about our journey through Robins. Sharing our experiences.</p>

			differences between them Talk about the positive and negatives.			Know some similarities and differences between things in the past and now, drawing on experiences. How bread is made now compared to in the past.	
Autumn 1							
Year 1	To spot the differences between rural and urban areas and know what type of settlement I live in.	To explore and record the features of our school grounds.	To explore and record the features of our local area.	To recount the journey through my local area.	To recognise the symbols used on an Ordnance Survey map.	To create a map of my local area.	
Our Local Area							
Spring 1							
Year 1	Check my understanding of the United Kingdom and locate the four countries of the United Kingdom.	Identify the four capital cities and surrounding seas of the United Kingdom.	Explain the differences between human and physical features.	Describe the human and physical features of one of the UK's capital cities.	Share my understanding of the UK.	Assessment	
The United Kingdom							
Summer 1							
Year 1	To order the months of the year and recognise the seasons.	To spot differences between the seasons.	To find clues to decide which season we are in.	To identify the types of clothing worn in different seasons.	Identify the types of weather we have in the United Kingdom and record the daily weather in our area.	Explore how the weather affects different jobs.	
Seasons							
Autumn 1							
Year 2	Understand where I am in the world.	Locate on a map the seven continents.	Locate on a map the oceans that link the continents.	Describe where different continents are located.	Spot the physical and human features of a continent.	Share my understanding of a continent.	
Continents & Oceans							

Spring 2

Year 2 Hot & Cold Places	Identify hot and cold places and locate them on a map. - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Recognise the features of a hot and a cold place.	Explore a hot or cold place. Identify the location and explore. Focus; Antarctica, Deserts, Rainforests	Identify the animals that live in hot and cold places and recognise how they adapt.	Describe an animal that lives in a hot or cold place. Rainforest Desert or Antarctica habitats	Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place
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Summer

Year 2 Mugumareno Village, Zambia	To locate Zambia To identify Zambia's key physical and human features Play Zambia Bingo and Zambia Sneak a Peek	To locate Mugumareno Ask questions Explore Photo gallery Compare & ask questions	Explore how people use the river in Mugumareno Compare to how people use rivers near Clifton	To find out about food eaten in Mugumareno and how it is prepared Compare to the food we eat	Compare school life in Mugumareno to school at Clifton Film Learn Zambia National Anthem Write postcard or email	Compare shopping and recycling habits in Mugumareno and Clifton Discuss where we go shopping and how many different shops Compare
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AUTUMN 2

Year 3 Climate and Weather	Identify the different lines of latitude and explain how latitude is linked to climate	Locate different climate zones and explore the differences between the Northern and Southern hemispheres	Compare temperate and tropical climates	Explore weather patterns within a climate zone	Write a weather forecast for a day in a typical climate zone	Identify the characteristics of each climate zone
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SUMMER 1

Year 3 North America	Locate North America on a world map and explore the landscape. Skills link: Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn	Identify countries within North America and states within the USA.	Explore the physical geography of the Rockies.	Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.	Compare the landscapes of different US states. Extended writing opportunity: Write a persuasive letter explaining which state you think would be the best to live in.	Compare New York State, New York City and where I live.
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SUMMER 2

Year 3	Locate South America on a world map and identify a range of its physical and human features. Skills link:	Locate the countries and capital cities of South America. Skills link: What time is it in South America?	Compare key facts about Brazil with your country.	Use photographs and information texts to imagine what daily life in Rio might be like. Extended writing opportunity: Write a diary	Identify how my life is linked to Rio and the South East of Brazil.	Identify the pros and cons of hosting the Olympic Games.
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Rio & South-East Brazil	What is the Equator and where is it?			entry describing a day in the life of a resident of Rio.		
AUTUMN 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 4 Rivers	Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.	Describe how rivers are used around the world.	Identify the stages and features of a river, and the way that land use changes from the source to the mouth.	Recognise and explain how human activity affects rivers.	Recognise and explain how flooding affects communities.	Local river study (field trip)
Spring 1						
Year 4 Rainforests	Recognise what a rainforest is and locate the world's rainforests on a map. Skills link: Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn.	Recognise the different layers of life in a rainforest.	Recognise the features that make up a rainforest.	Describe the key characteristics of the Congo. Extended writing opportunity: Diary entry about a day living in the Congo	Describe and explain the impact of the deforestation of the rainforests.	Explain the importance of the Amazon Rainforest. Extended writing opportunity: Write a persuasive letter to the president of a logging company working in the Amazon, to try to limit deforestation. Online Page: Amazon Film: Find out why the Amazon rainforest is important
Summer 2						
Year 4 Extreme Earth	Under Our Feet To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.	Volcanoes To describe and understand key aspects of physical geography in the context of volcanoes.	More Volcanoes To describe and understand key aspects of physical geography in the context of volcanoes.	Earthquakes To describe and understand key aspects of physical geography in the context of earthquakes.	Tsunamis To describe and understand key aspects of physical geography in the context of tsunamis.	Tornadoes To describe and understand key aspects of physical geography in the context of tornadoes.
AUTUMN 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 5 Mountains	Describe what a mountain is and locate the world's 'Seven Summits' on a map.	Describe the key features of mountains and how they are formed.	Describe the climate of the mountains and explore mountain life. Extended writing	Explore and locate the UK's highest mountains.	Recognise the importance of the Himalayas for people living in the region.	Share your knowledge about a world-famous mountain or mountainous region. Extended writing opportunity: Write a

Oddizzi			opportunity: Write a diary entry about living near a mountain.			letter to a friend about the landscape of a famous mountain or mountain region.
Spring 1						
Year 5	To be able to locate Europe on a world map identify some of its characteristics.	To be able to locate a range of countries in Europe and find out more about them	To explore a range different European cuisine	To research the appeal of holidaying in the Mediterranean	To compare and contrast news stories about the Mediterranean	Compare Athens to my local area
European Region						
The Mediterranean and Athens, Greece.						
Summer						
Year 5	Locate South America on a world map and identify a range of its physical and human features. Skills link: What is the Equator and where is it?	Locate the countries and capital cities of South America. Skills link: What time is it in South America?	Compare key facts about Brazil with our country.	Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin	Explain the importance of the Amazon Rainforest. Extended writing opportunity: Explanation text on the importance of the rainforest.	Share my knowledge and understanding of the Amazon Basin. Extended writing opportunity: create your own app.
South America – The Amazon Basin						
Autumn						
Year 6	Compare and contrast the different countries of the UK. Suggested activity: Answer the film questions on the pages with film links	Identify where I live in the UK and locate the UK's major cities. Suggested activity: Enlarge the UK map and ask pupils to pin where they think they live.	Identify physical characteristics of the United Kingdom.	Understand how people have affected the United Kingdom's landscape.	Describe and explain the sorts of industries in which people in the United Kingdom work.	
UK						
Summer						

<p>Year 6</p> <p>Local Area & region</p>	<p>How do my local area and my region fit into the wider world?</p> <ul style="list-style-type: none"> • To locate the region and local area in relation to other places • To use an aerial image to describe the key physical and human features of the region and local area • To understand local, regional, national and international links to the local area 	<p>Can I identify and locate the main features of my region?</p> <ul style="list-style-type: none"> • To identify the principal features of a region within the UK • to locate key sites on a regional map • to use scale on a map to measure approximate distances • to use distance and compass points to identify the approximate location of a place 	<p>How might our region meet people's needs?</p> <ul style="list-style-type: none"> • To consider how a region can meet the needs of its population • To identify key human needs and processes 	<p>Fieldwork - Is this a place fit for people?</p> <ul style="list-style-type: none"> • To gather evidence through urban fieldwork of how a region is meeting people's needs 	<p>How can I create a needs map of the place I have visited?</p> <ul style="list-style-type: none"> • To annotate an Ordnance Survey map to accurately locate specific sites • To create symbols and a key for a simple land use map • To create accurate six-figure grid references for specific sites 	<p>How does our region meet people's needs?</p> <ul style="list-style-type: none"> • Communicate geographical information about the region, using maps and writing at length