

KO: Geography

Critical Concepts

Geographers: orientate themselves in the world;

Compare and contrast themselves with other places in the world;

Do fieldwork;

Analyse and interpret evidence.

Curriculum Threads

Sense of belonging

Appreciation of difference

Appreciation of the World

Awe and Wonder

FOUNDATION STAGE

Understanding the World

Past and Present ELG (History)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Key Vocab:- Now, next, old, new, past, future

People Culture and Communities ELG (Geography/RE)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.
- Key Vocab:
- Location and place knowledge: World, earth, environment, place, journey
- Human Geography: Road, shop, church, school, library
- Physical Geography: Weather, seasons, mountain, beach, sea
- Fieldwork: Map, globe, directions, explore

The Natural World ELG (Science)

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Key Vocab
- Working Scientifically: Science, experiment, explain, change, why?
- Animals including humans: Smell, touch, hear, taste, see
- Plants: Plant, Seed, Grow, Flower, Leaf
- Materials: Touch, shiny, hard, rough and smooth

	Autumn	Spring	Summer
N u r s e r y	<p>Foundational Knowledge:</p> <ul style="list-style-type: none"> • Changes in Season - Autumn • Use senses to describe different natural materials (conkers, leaves, acorns etc) - hands on exploration • Talk about what they can see (notice) • Notice differences between people • Describe places that are familiar (e.g. nursery, home, park etc) • Christmas as celebration of the birth of Jesus • Diwali • Talk about what happened during the holidays • Talk about our families and people who are important to us 	<ul style="list-style-type: none"> • Changes in Season - Spring • Recognise and name different animals and some features (through exploration and stories) - hibernation • Know that animals have different habitats (under the ground, in the sea, on a farm). • Recognise and name your own body parts and their function (nose, eyes, head, toes). • Describe things that they can see, hear, smell, taste and touch. • Describe what is similar and different between materials/objects • Begin to understand the need to respect and care for the natural environment and all living things • Earth:Day • Know that there are different countries in the World and talk about some differences • Chinese New Year • Easter • Celebration of Mummies or special women in our lives (Mother's Day) 	<ul style="list-style-type: none"> • Changes in Season - Summer • Be able to talk about and describe different types of plants and how they grow and change over time (e.g. big tree/ little flower, green bush, dead plant) • To talk about changes and make close observations of the life cycle of an animal or insects (e.g. caterpillars, tadpoles) • People who help us (different occupations) • Celebration of Daddies or special men in our lives (Father's Day)
	Talk about things that have happened in the past (yesterday, last week, when we were little, birthdays, holidays) – introduce		

	<p>To know that things have happened in the past (related to personal experiences).</p> <p>Notice and describe different types of weather and how it feels/what we wear in different weather.</p> <p>Know the difference between day and night and talk about what happens at night and in the day.</p> <p>Children will be able to describe what they see. Children will learn how to observe what they see. Children will ask questions about what they see.</p> <p>Recognise that there are special people in our families.</p> <p>Recognise that there are similarities and differences between people (develop positive attitudes) through stories and discussion.</p>		
R e c e p t i o n	<p>All About Me Box / Photos timeline</p> <ul style="list-style-type: none"> Know that we were babies and have grown up (and will continue to grow up) To know that things have happened in the past in own families (birth of siblings, moving house, getting a pet etc). To know where I live and how I get to school To talk about the special people in my life Autumn natural materials - conkers, leaves, pine cones etc, name and explore properties Explore significant events e.g. Remembrance Day 11th November. Christmas as celebration of the birth of Jesus Diwali To know about God - creation 	<p>Ice/ cold / weather</p> <ul style="list-style-type: none"> To know what a life cycle is - insects, frogs, plants etc Recognise and describe different animals in their local habitat and from around the world - same / difference Recognise and name a variety of different animals including insects Recognise that people have different beliefs and celebrate special times in different ways (special stories) Recognise that stories can tell us about what different people believe Easter Chinese New Year To know that the world is made up of different countries (globes/ maps) 	<p>Growing</p> <ul style="list-style-type: none"> To know that plants grow from a seed/bulb To name the main parts of a plant (including trees) eg stem and leaves, flowers have petals To know what a plant needs to grow Sort and group animals according to key features (e.g. these animals live in the sea, these fly). Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read or shown in class Grandparents day - how things were different when Grandma was a child. Notice and describe similarities and differences between where they live with other places. Special places - church link
	<p>Notice and describe different weather patterns across the year / seasons</p> <p>Understand that the sun gives us light - explore the solar system (sun and planets)</p> <p>Children will be able to describe what they see. Children will learn how to observe what they see. Children will ask questions about what they see.</p> <p>Understand the past through settings, characters and events encountered in books read in class, storytelling and sharing images</p> <p>Recognise that people have different beliefs and celebrate special times in different ways e.g. Christmas, Easter, Diwali, Lunar New Year, Eid.</p>		

Topic	Disciplinary Knowledge: Mapwork or Fieldwork	Substantive Knowledge / thread/ experiences	Vocabulary
Year 1 / 2 Weather Year A	Mapwork ☞ Use a range of maps, atlases and aerial photographs to locate countries and features studied eg Cold climates, Hot climates - see locational knowledge Fieldwork • Carry out simple fieldwork about weather patterns and present as a weather diary	Locational knowledge: <ul style="list-style-type: none"> Identify Arctic and Antarctic and Equator- hot and cold areas of the world Physical Geography: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Knowledge Specific to this Unit: <ul style="list-style-type: none"> That there are areas of the world that are hot and areas that are cold. - Locate the north and south pole and equator That in the UK we have seasons and the weather we expect in those seasons Scientists called meteorologists, study and predict / forecast the weather How to measure the weather using a DIY weather station and report it How does weather affect us – sun safety, plants, clothing The impact of extreme weather eg flooding, extreme heat and wind Curriculum Link: Science-Plants, Maths – recording and presenting data	Weather: what is happening around us eg hot, cold, rain, etc Seasons: There are 4 seasons in the UK, Spring, Summer, Autumn and Winter Weather Forecast: predicting the weather Meteorologist: Someone who uses Science to study the weather Thermometer: A tool for measuring temperature Temperature: How hot or cold it is Climate: The weather in an area of the world Flooding: Extreme rain or snow that lead to water where it shouldn't be Drought: Extreme heat Heatwave: A period of very hot weather Hurricane: An extreme storm that might damage buildings trees etc Equator: An imaginary line round the middle and widest point of the earth. Countries near the Equator are hot. North Pole: The northern point (of the earth's axis) It has a cold climate. South Pole: The southern point (of the earth's axis) It has a cold climate.

		<p>Link to previous learning: EYFS Knowledge and Understanding of the world- plants, lifecycles, seasons</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u> poetry about weather</p> <p><u>key reflection:-</u></p> <p>How does different weather make you feel?</p>	
<p>Year 1/2</p> <p>Where have all the trees gone?</p> <p>Year B</p>	<p>Mapwork</p> <ul style="list-style-type: none"> Use a range of maps, atlases and aerial photographs to locate countries and features studied. - see locational knowledge Use 4 points on a compass and locational language to describe features on a map and routes. Follow a route on a map of the school grounds. Use observational skills to draw a map of the school site / school locality using symbols /labelling for key human and physical features (eg buildings, paths, trees, pond, play equip) and using a simple key. <p>Fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key 	<p>Place knowledge -</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas. Identify these and other countries, continents and oceans studied e.g. Kenya on personal atlas. Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p>Locational knowledge</p> <ul style="list-style-type: none"> Identify the key features of the local area- see map and fieldwork. Use appropriate and necessary locational language (e.g. near and far) as well as compass directions (north, south) to describe 'place' <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Ask and answer geographical questions such as:- What is this place like? What or who will I see in this place? What do people do in this place? Describe key aspects of physical geography including:- 	<p>Vocabulary</p> <p>Forest: a large area covered with trees and other plants</p> <p>Habitat: the natural home or environment of an animal, plant,</p> <p>Physical feature: A natural feature on the surface of the earth, such as forests, water, mountains and deserts</p> <p>Human feature: Features of the earth that come from human ideas and actions, such as bridges, buildings and parks</p> <p>Environmental activist: Someone who takes action – campaigns for looking after the world</p> <p>Deforestation: Forests being chopped down for buildings wood, farmland</p>

	<p>human and physical features of its surrounding environment (the Common, Stuart Fields and Box Wood). Present fieldwork in the form of simple words and pictures/maps</p>	<p><i>forest, hill, common, river, stream</i></p> <ul style="list-style-type: none"> • Describe key aspects of human geography, including:- <i>town, village, farm, house and shop</i> • Have discussions based on geographical information about an area or different areas eg re 'Where have all the trees gone?' <p>Knowledge Specific to this Unit:</p> <ul style="list-style-type: none"> • The Uk used to be almost entirely covered in forest long long ago. • The bear, wolf and lynx used to roam in UK woodland • Forests in hot wet climates are called rainforests • 70% of the world's animals depend on forests for their homes • Trees are important for human wellbeing and the health of all nature • 150 species become extinct every day because of habitat loss <p>Curriculum Link: MoEE- Where have all the trees gone? Science-Plants, Power of Reading- The Last Wolf, Outdoor learning –local area, mapping, land use</p> <p>Link to previous learning: EYFS Knowledge and Understanding of the world -Plants, seasons, local area</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u> Visit to Box Woods, Outdoor learning on the common, Stuart playing fields, the churchyard, the town</p>	
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		<p><u>key reflection:-</u></p> <p>Lie under trees/ hug trees- how does it feel? A growing body of research shows that regularly spending time around trees is good for you? Why is this?</p> <p>P4C re looking after trees- see 'The Giving Tree'</p>	
<p>Year 1/ 2</p> <p>Study of Africa (Savanna) comparing locality</p> <p>Year B</p>	<p>Mapwork</p> <ul style="list-style-type: none"> • Use a range of maps, atlases and aerial photographs to locate countries and features studied. - see locational knowledge • Identify countries, continents and oceans 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Use appropriate and necessary locational language (e.g. near and far) as well as compass directions (north, south) to describe 'place' • Identify Arctic and Antarctic and Equator <p>Place knowledge</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas. • Identify these and other countries, continents and oceans studied e.g. Kenya on personal atlas. <p>Human and Physical geography</p> <ul style="list-style-type: none"> • Ask and answer geographical questions such as:- What is this place like? What or who will I see in this place? What do people do in this place? • Describe key aspects of physical geography eg:- <i>savannah</i>, • Describe key aspects of human geography, including:- <i>town, village, farm</i>, 	<p>Vocabulary</p> <p>Country: An area of land with boundaries which fits within a continent.</p> <p>Continent: Large land masses which with the exception of Antarctica are made up of a group of countries. The seven continents are Africa, Antarctica, Asia, Europe, North America, Oceania and South America.</p> <p>Ocean: A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern.</p> <p>Savannah: A grassy plain with few trees located near the Equator: An imaginary line round the middle and widest point of the earth. Countries near the Equator are hot.</p> <p>North Pole: The northern point (of the earth's axis) It has a cold climate.</p>

		<ul style="list-style-type: none"> •Understand simple similarities and differences between UK and alternative eg Kenya •Have discussions based on geographical information about an area or different areas eg What is different about the African Savannah to the UK? <p>Knowledge Specific to this Unit:</p> <p>There are 7 continents which make up the world. Name them, locate them</p> <p>There are 5 oceans in the world, name them, start to locate them</p> <p>The UK is located on the continent of Europe.</p> <p>Kenya is a country in the continent of Africa</p> <p>The savannah is a type of land found in Africa and in Kenya</p> <p>The land use, how people live and what animals live on the savannah are different to the land, people and animals in our local area.</p> <p>Curriculum Link: Science- humans and other animals, Power of Reading- One Day on our Blue Planet-On the Savannah, English – Lila and the secret of rain, History - Wangarri Maatai,</p> <p>Link to previous learning: Local Area, weather, Science / KUW animals and habitats</p> <p>Opportunities to explore spirituality/ thread:</p>	<p>South Pole: The southern point (of the earth’s axis) It has a cold climate.</p>
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		<p><u>key experiences</u>:- African animals talk, visit to Bristol Zoo The Wild Place,</p> <p><u>key reflection</u>:-</p> <p>Are zoos compassionate? Should we have them? (Zoo by Anthony Browne)</p>	
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Lower Key Stage Two

Topic	Disciplinary Knowledge:	Substantive Knowledge / thread/ experiences	Vocabulary
<p>Year 3/4</p> <p>Climate Change - Why is it such a big deal?</p> <p>Year B</p>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied- - see locational knowledge Use 4 points on a compass and 4 figure grid references and locational language to describe/ locate features on a map and routes. Use maps at more than one scale. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of different places studied. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied:- eg Atlantic, Pacific, Indian— on personal atlas. Name and locate local rivers of the UK (Wye, Thames, Avon and Severn), comparing with the Nile and Amazon. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Ask and answer geographical questions regarding impact for example:- Who has been displaced? Can global warming be reversed? 	<p>Climate: an area's weather (rainfall, temperature, wind, sunshine etc) measured over time (a day, a month or year).</p> <p>Global warming: the long-term rise in the average temperature of the Earth's climate system.</p> <p>Greenhouse gases: gases in the earth's atmosphere that trap heat</p> <p>Ozone: The ozone layer is a thin part of the Earth's atmosphere that absorbs almost all of the sun's harmful ultraviolet light.</p> <p>Renewable energy: energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat.</p>

		<ul style="list-style-type: none"> • Describe key aspects of physical geography including:- rivers, oceans, mountains, and the water cycle. • Describe key aspects of human geography, including: settlements and land use. • Understand similarities and differences between UK rivers and between UK rivers and other river systems eg Amazon, Nile • Ask and respond to Geographical questions; have discussions/ give opinions based on geographical information about an area or different areas eg climate change. <p>Climate</p> <ul style="list-style-type: none"> • Describe the cause of climate change globally and compare the impact on different countries, such as rising sea levels. • Understand what can be done to avert the climate crisis. Knows how to take some personal responsibility. <p>Curriculum Link:</p> <p>Jackie Morris Art unit</p> <p>Link to previous learning:</p> <p>Rivers geography unit</p> <p>Plastic Planet geography unit</p> <p>Opportunities to explore spirituality/ thread:</p>	<p>Displacement: forced movement/ relocation because of crisis</p> <p>Reversal: undoing the effects of something</p>
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		<p><u>key experiences:-</u></p> <p><u>key reflection:-</u></p> <p>What have we done to God's creation?</p> <p>Consider other mass extinctions in history? Ask the question – how important are we to the world?</p> <p>Explore our compassion for all living things? What is compassion?</p>	
	<p>Disciplinary Knowledge:</p> <p>Mapwork or Fieldwork</p>	<p>Substantive Knowledge</p> <p>Incl:- links to thread/spirituality/ curric</p>	<p>Vocabulary</p>
<p>Year 3/4</p> <p>Plastic Planet - Fight against plastic pollution</p> <p>Year A</p>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied- - see locational knowledge • Use 4 points on a compass and 4 figure grid references and locational language to describe/ locate features on a map and routes. • Use maps at more than one scale. • Follow a route on a map of the local area. Learn to orient yourself in a specific location. • Use observational skills to draw a map e.g. local river study to a greater degree of accuracy, using scale, 4 figure grid references, symbols and key. <p>Use photos and aerial views to inform map making.</p> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features of a local river/ canal using a range of methods including sketch maps, sampling, 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a river. • Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of different places studied. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied:- eg Atlantic, Pacific, Indian– on personal atlas. • Name and locate local rivers of the UK (Wye, Thames, Avon and Severn), comparing with the Nile and Amazon. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions regarding impact for example:- Who/ what is affected by plastic pollution? 	<p>Microplastics: tiny pieces of plastic that are around 5mm in size. They can often be found in items such as toothpaste, cosmetics and clothing.</p> <p>Pollution: Introduction of a substance into the environment that has harmful effects.</p> <p>Conservation: The prevention of wasteful use of a resource.</p> <p>Biodegradable: something that can be decomposed by bacteria or other living organisms.</p> <p>Single use plastic: Plastic products that are only used once before being thrown away.</p>

	<p>measurements, plans and graphs and digital technologies.</p> <p>•Develop conclusions from the fieldwork</p>	<ul style="list-style-type: none"> • Describe key aspects of physical geography including:- rivers, oceans, mountains, and the water cycle. • Describe key aspects of human geography, including: settlements and land use. • Understand similarities and differences between UK rivers and between UK rivers and other river systems eg Amazon, Nile •Ask and respond to Geographical questions; have discussions/ give opinions based on geographical information about an area or different areas eg re plastic pollution. • Understand what can be done to avert the climate crisis. Knows how to take some personal responsibility. <p>Climate</p> <ul style="list-style-type: none"> • Describe the cause of climate change globally and compare the impact on different countries, such as rising sea levels. • Understand the impact of plastic on our oceans <p>Curriculum Links:</p> <p>One Plastic Bag PoR unit</p> <p>Banksy Art unit</p> <p>Link to previous learning:</p> <p>Climate Change geography unit</p> <p>Opportunities to explore spirituality/ thread:</p>	
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		<p><u>key experiences:-</u></p> <p><u>key reflection:-</u></p> <p>What have we done to God's creation?</p> <p>What will our epoch be known as? What will be our legacy?</p> <p>Discuss our connection to the world/ nature in terms of ecosystems and food webs</p>	
Topic	Disciplinary Knowledge: Mapwork or Fieldwork	Substantive Knowledge Incl:- links to thread/spirituality/ curric	Vocabulary
<p>Year 3/4</p> <p>River Deep</p> <p>(Eco - Why are our rivers polluted?)</p> <p>Year A</p>	<p>Map skills:</p> <ul style="list-style-type: none"> ≠ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied- - see locational knowledge ≠ Use 4 points on a compass and 4 figure grid references and locational language to describe/ locate features on a map and routes. ≠ Use maps at more than one scale. ≠ Follow a route on a map of the local area. Learn to orient yourself in a specific location. ≠ Use observational skills to draw a map e.g. local river study to a greater degree of accuracy, using scale, 4 figure grid references, symbols and key. <p>Use photos and aerial views to inform map making.</p> <p>Fieldwork</p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features of a local river/ canal using a range of methods including sketch maps, sampling, measurements, plans and graphs and digital technologies. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a river. • Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of different places studied. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied:- eg Atlantic, Pacific, Indian– on personal atlas. • Name and locate local rivers of the UK (Wye, Thames, Avon and Severn), comparing with the Nile and Amazon. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Ask and answer geographical questions regarding impact for example:- Who/ what does the pollution effect? • Describe key aspects of physical geography including:- rivers, oceans, mountains, and the water cycle. 	<p>Source: The start of a river is its source. This could be a spring on a hillside, a lake, a bog or marsh. A river may have more than one source</p> <p>Mouth: The end of a river where it flows into the sea, another river or a lake</p> <p>Meander: A river that follows a winding course.</p> <p>Tributary: A smaller river or stream that joins a big river</p> <p>Bank: The riverbank is the land at the side of the river.</p> <p>Floodplain: The flat area around a river that often gets flooded when the level of water in the river is high.</p>

	<ul style="list-style-type: none"> •Develop conclusions from the fieldwork 	<ul style="list-style-type: none"> • Describe key aspects of human geography, including: settlements and land use. • Understand similarities and differences between UK rivers and between UK rivers and other river systems eg Amazon, Nile •Ask and respond to Geographical questions; have discussions/ give opinions based on geographical information about an area or different areas eg Who has caused the pollution? What needs to be done? • Understand what can be done to avert the climate crisis. Knows how to take some personal responsibility. <p>Curriculum Link:</p> <p>Science - Water cycle - Changing State</p> <p>Link to previous learning:</p> <p>Climate Change geography unit</p> <p>Plastic Planet geography unit</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u> River study, Waterways museum trip</p> <p>Meditate by a river</p> <p><u>key reflection:-</u></p> <p>Why are rivers important to us?</p> <p>Discuss what good stewardship means in the context of pollution</p> <p>In what ways can a river bring you to a sense of oneness/ peace?</p>	<p>Estuary: Where a river reaches the ocean and the river and ocean mix. Estuaries are normally wide and flat.</p> <p>Current: The strength and speed of the river. Water always flows downhill; the steeper the ground is, the stronger the current will be.</p> <p>Erosion: A flowing river can damage the riverbanks and wash bits of them downstream, making the river wider</p> <p>Oxbow lake: a curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.</p> <p>Stream: A small river</p>
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Upper Key Stage Two			
Topic	Disciplinary Knowledge: Mapwork or Fieldwork	Substantive Knowledge Incl:- links to thread/spirituality/ curric	Vocabulary
Year 5/6 Whose rainforest is it? Year B	Map skills: <ul style="list-style-type: none"> • Use a range of maps, atlases and aerial photographs (Google Earth, OS maps) to locate countries and features studied. • Use 8 points on a compass and 6-figure grid references to locate and describe features on an OS map and plot routes. Recognise patterns on maps and begin to explain what they show. Recognise that contours show height and slope. Understand and use different scales on maps. Solve problems/ complete challenges on maps. Compare different maps of the same area eg diff purpose/ different historical era. Fieldwork:	Locational knowledge <ul style="list-style-type: none"> • Use a range of resources to identify key physical and human features eg tropical rainforest • Identify: North and South hemispheres, Tropics of Capricorn and Cancer Place Knowledge: <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied: South America and Central America, Africa and Asia (in the tropical zone) - on personal atlas. Human and physical geography <ul style="list-style-type: none"> • Ask and answer geographical questions such as:- Who do forests of the world belong to? Whose responsibility? What can we do to make a difference? • Describe key aspects of physical geography including:- climate zones and biomes. 	Equator: an imaginary line round the middle of the world Tropics of Cancer and Capricorn: imaginary lines north and south of the equator, between which rainforests can be found due to the climate there. Climate: is the word that describes an area's weather (rainfall, temperature, wind, sunshine etc) measured over time (a day, a month or year). Indigenous: the name for a group of people, or a species that has been in a place or habitat the longest Deforestation: the cutting down or destruction of areas of forest. Endangered: a species at risk of extinction (see UNHCR Red List). Resources: materials or substances which can be used by humans.

	<ul style="list-style-type: none"> • Carry out field work about climate. Gather climate data in the local area using meteorological equipment. Present in climate graphs (rainfall, wind speed, temperature etc) over time. • Compare the local data with data from other locations in the world, such as tropical rainforests. • Analyse evidence and draw conclusions from fieldwork data, looking at patterns, explaining reasons. • Express opinions in the light of conclusions / findings and justify - present in the form of oral and written discussions/ speeches/ debates. 	<ul style="list-style-type: none"> • Describe key aspects of human geography, including: settlements, land use, economic activity and the distribution of natural resources. • Analyse/ understand weather patterns • Understand similarities and differences between forests around world eg in UK forests compared to rainforests; consider how places have changed over time and what they may be like in the future. <p>Climate crisis</p> <ul style="list-style-type: none"> • Identify the cause and effect of deforestation; make comparisons between levels of deforestation in different countries over time. <p>Curriculum Link:</p> <p>Art - collage rainforest animals.</p> <p>Maths - gathering and presenting data.</p> <p>Link to previous learning:</p> <p>Year 1 / 2 - deforestation and life of Wangari Maathai.</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u> Rainforest Experience</p> <p><u>key reflection:-</u></p> <p>Wonder at the variety of life- richness of species found in a rainforest</p> <p>Discuss /P4C around plight of rainforests and what needs to happen to save them</p> <p>Relate to the story of the flood in Bible/ Gilgamesh</p>	<p>Grid reference: a six figure reference that can be used to locate places on an OS map (using eastings and northings).</p> <p>Contour lines: thin orange or brown lines with numbers on them that tell you the height above sea level of that line.</p>
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Topic	<p>Disciplinary Knowledge:</p> <p>Mapwork or Fieldwork</p>	<p>Substantive Knowledge</p> <p>Incl:- links to thread/spirituality/ curric</p>	Vocabulary
<p>Year 5/6</p> <p>Shackleton's Journey</p>	<p>Map skills</p> <ul style="list-style-type: none"> • Use a range of maps, atlases and aerial photographs (Google Earth, 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard 	<p>Continent - a vast area / group of countries in a region of the world.</p> <p>Compass- device for locating North and therefore other compass points (has 8</p>

<p>Year A</p>	<p>OS maps) to locate countries and features studied.</p> <ul style="list-style-type: none"> • Use 8 points on a compass and 6-figure grid references to locate and describe features on an OS map and plot routes. Recognise patterns on maps and begin to explain what they show. Recognise that contours show height and slope. Understand and use different scales on maps. Solve problems/ complete challenges on maps. Compare different maps of the same area eg diff purpose/ different historical era. • Engage in orienteering around grounds and local area- using a map to locate check points. Learn to orient yourself in a specific location and in a direction. • Draw a map to ever greater degree of accuracy, to correct scale and using symbols and key, 6 figure grid refs and 8 points of compass <p>Use photos and aerial views to inform map making.</p>	<p>Ordnance Survey symbols) to communicate knowledge of different places studied.</p> <ul style="list-style-type: none"> • Identify:- North and South hemispheres, Tropics of Capricorn and Cancer, the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Antarctic Circle <p>Place knowledge</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied: Antarctica, South America- incl Argentina, Central America - incl Mexico and Africa and Asia (in the tropical zone) - on personal atlas. <p>Curriculum Link:</p> <p>English - Shackleton's Journey.</p> <p>Link to previous learning:</p> <p>Year 1 / 2 - Creatures that live in Antarctica.</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u></p> <p><u>key reflection:-</u></p> <p>Discuss spiritual strength required to endure Shackleton's journey</p> <p>Discuss strengths like perseverance, hope,</p> <p>Wonder at the power of nature- at human vulnerability</p> <p>Knowledge Specific to this Unit:</p>	<p>points: north, north-east, east etc).</p> <p>Bearing - a measure in degrees that uses the position of north to show direction.</p> <p>Grid reference (4 figure / 6 figure) - numbers used in a grid to locate places on maps.</p> <p>Map symbol: a picture on a map that represents a thing or place in real life.</p> <p>Hemisphere - half of the Earth, northern and southern.</p>
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Topic	Disciplinary Knowledge: Mapwork or Fieldwork	Substantive Knowledge Incl:- links to thread/spirituality/ curric	Vocabulary
Year 5/6 How sustainable are my clothes? Year B	Map skills Use a range of maps, atlases and aerial photographs (Google Earth, OS maps) to locate countries and features studied.	Locational knowledge <ul style="list-style-type: none"> • Use a range of resources to identify key physical and human features eg tropical rainforest Place knowledge <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate more continents, countries and oceans around the world, including those studied: Antarctica, South America- incl Argentina, Central America - incl Mexico and Africa and Asia (in the tropical zone) - on personal atlas. Human and physical geography <ul style="list-style-type: none"> • Describe key aspects of human geography, including: settlements, land use, economic activity and the distribution of natural resources. 	Garment: a piece of clothing. Fast fashion: where clothing is made and sold cheaply, hardly used then discarded. Landfill - where waste materials are dumped in the ground. Sustainable: able to continue for a long time without damaging the Earth and all the species living on it. Unsustainable - opposite of sustainable. Minimum wage - the minimum a business such as a clothes factory is allowed to pay its workers (decided by governments). Living wage - a wage that is enough to enable a person to pay for housing,

		<ul style="list-style-type: none"> • Ask and respond to Geographical questions; have discussions/ give opinions based on geographical information about an area or different areas. <p>Climate crisis</p> <p>Understand issues of sustainability in the global garment industry, including slave labour and pollution (for example single-use clothing going to landfill).</p> <p>Curriculum Link:</p> <p>MoEE- Sustainable Fashion</p> <p>DT - upcycling old clothes</p> <p>English - The Day the Clothes Quit; oracy- fashion show speeches</p> <p>Link to previous learning:</p> <p>Y 3 / 4 - Plastic planet; rivers pollution.</p> <p>Y 5 / 6 - materials science (plastics & microplastics)</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences</u>:- sustainable fashion – Eco; speaking truth</p> <p><u>key reflection</u>:-</p> <p>Experience compassion /taking action to improve the lot of people half way across the earth; Explore personal responsibility / agency re making the world a better place</p> <p>Knowledge Specific to this Unit:</p> <ul style="list-style-type: none"> • 90% of clothes are made in Asia. • Working conditions and pay for many garment workers in Asia are poor. 	<p>clothes, food, education, medicine and enough to spare for emergencies.</p>
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