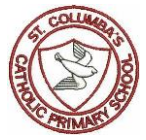


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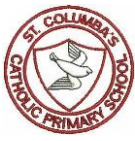


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Threshold Concepts (the big ideas that form the basis of the schema)	Investigating Places		Investigate Patterns		Communicate Geographically	
Knowledge Categories (the facets of each threshold concept that help strengthen the schema)	Location	Physical Features	Human Processes	Physical Processes	Techniques	Vocabulary
	Diversity	Human Features				



Geography Curriculum Map

	Autumn	Spring	Summer
EYFS	Themes linked to interests		
Year 1	Weather 	Our Country and Local Area 	Beside the Seaside 
Year 2	 Our Wonderful World	 Magical Mapping	 Sensational Africa
Year 3	The UK 	All Around the World 	Extreme Earth 
Year 4	 The Water Cycle	 Rivers	 Exploring Europe
Year 5	 Marvellous Maps and Land use	 Rainforest	 Mountains

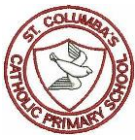


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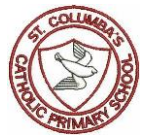
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Year 6	The Americas 	Trade	The Changing World 
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EYFS	Autumn	Spring	Summer
Theme	Themes linked to interests		
KPI's	<p>People and Culture 0-3 Years</p> <ul style="list-style-type: none"> Notices difference between people. 	<p>People and Culture 3-4 Years</p> <ul style="list-style-type: none"> Shows interest in different occupations. Continue to develop positive attitudes and differences between people. Know that there are different countries in the world and talk about differences they have experienced or seen in photos. <p>People and Culture Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Draw information from a simple map. Understand that some places are special to their community. 	<p>People and Culture ELG</p> <ul style="list-style-type: none"> 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.



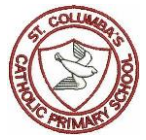
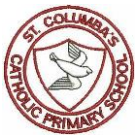
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		<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	
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Year 1	Autumn	Spring	Summer
Theme	How does the weather affect us?	Is it best to live in a city or a town? (Liverpool vs Huyton)	Are all towns the same as Huyton?
KPI'S	<p>To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Learning will include understanding different types of weather in their immediate environment along with the four seasons. The children will have the opportunity to build on this knowledge and will introduce them to hot and cold areas of the world and the impact of weather types</p>	<p>To be able to name, locate and identify characteristics of the four countries and capital cities.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>To use simple compass directions (North, South, East and West) and to describe the location of features and routes on a map</p> <p>Learning will include identifying the countries and capital cities of the UK. Finding out where they live and exploring the local area.</p>	<p>To be able to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Blackpool) and comparing it with our local area. To further explore the seaside in a small area in a contrasting non-European country.</p> <p>To use world maps to locate seaside locations in the UK and identify the surrounding seas of the UK.</p> <p>To use simple compass directions (North, South, East and West)</p>



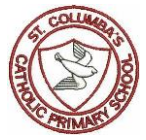
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	<p>Key Aspects: Weather, Seasons, Hot and Cold Places, Artic, Change.</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community</p>	<p>Key Aspects: UK, countries, capitals, local area, fieldwork, human and physical features</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community</p>	<p>Learning will include identifying physical and human features of a seaside location in the UK and a non European country and compare it to our town. Mapping skills will be used to find seaside locations and seas around the UK.</p> <p>Key Aspects: UK, seaside, comparing, physical and human features, map skills.</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community, Diversity</p>
<p><i>Knowledge</i></p>	<p>1. What is the weather like where we live? Children to learn about the different types of weather that happen in the UK. Beginning to observe (look at) the weather and record observations in a weather diary.</p> <p>2. How does the weather change through the seasons? To understand about the different seasonal weather and daily weather and how the</p>	<p>1. How many countries make up the UK? Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.</p>	<p>1. Where are our seaside's in the UK? Children will use a map to locate key seaside towns and discuss where they in relation to where we live. Discuss the meaning between coastal and inland towns. Where do we live? What is our closest seaside towns?</p> <p>2. Why can living on an island be fun? Children will discuss what an island is and think about what being an island means for the UK.</p>

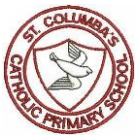


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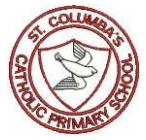


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	<p>weather changes in them seasons. Looking at key factors such as temperature, rainfall etc. Collect and sort words to describe typical UK weather during a given month.</p> <p>3. How can we find out what the weather will be like? They will think about how weather forecasts help us. Learn about the different weather symbols. They may then either add weather symbols to a map or prepare and perform a weather forecast.</p> <p>4. Can the weather be dangerous? Children to understand the dangers of certain weathers. Explaining ways in which the weather can be dangerous to us in the UK. Understanding some of the things that 'extreme' weather can do to our surroundings. Past local weather disasters floods, snow.</p> <p>5. Where are hot and cold places in our world? Children to locate some hot and cold places in the world using atlas, globes in relation to the equator. Understanding the term climate. Labelling the equator. Looking briefly at what it would be like to live in the Artic and what it would be like to live in Jamaica.</p>	<p>2. What are the other countries in the UK like to visit? Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.</p> <p>3. Where do we live? Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like. Children to learn about an address and why it is useful, before working out what their own address is.</p> <p>4. What can you see in our local area? Fieldwork: Children will go on a field trip walk of the local area. Following a map to get them from one point to another. Using a compass for N,S,E,W. On route children to observe what they can see and hear, weather on the day, physical and human features and record results. (Taking photographs, making notes)</p> <p>5. How can we share our observations? Fieldwork follow up: Children to discuss about what the saw, look at photographs. Children</p>	<p>They will use a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them.</p> <p>3. What would we see on a trip to Blackpool? Explore seaside towns near to us (Formby and Blackpool) Discuss the difference in size and facilities. Children to use aerial photographs to locate physical and human features of seaside town and discuss key vocabulary. Compare the features to our local area from previous Geography unit.</p> <p>4. What can you see in our local seaside town? Fieldwork: Children will go on a field trip or use photographs to learn about Blackpool in more depth. They will generate their own questions about what they would like to find out. Observe what they can see and hear, weather on the day, physical and human features and record results. (Taking photographs, making notes) They could put fieldwork skills into practice when they visit or create a tourist information leaflet.</p> <p>5. How is the British seaside different to a non-British seaside? Children will compare a British and non-British seaside. They will identify and discuss the different human and physical features of each</p>
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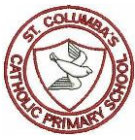


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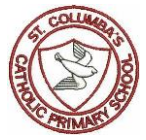


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	<p>6. What is it like in the Artic? A focused lesson on a cold climate. Locate the artic on a map and compare in location to the UK and the equator. Explore the Arctic climate, looking at the animals, landscape, and people to develop understanding of Arctic life. Discuss how the animals are adapted.</p>	<p>to map the route they took with simple key points marked on the route. Make a write up or poster about what they saw in their local area.</p> <p>6. What can we see in our area that you can't in Liverpool? Children to understand about the different physical and human features they found in their local area and compare it to a city (Liverpool or Manchester) Understand about the different types of homes in the local area and compare this to a city.</p>	<p>seaside town. They will be challenged to work out if the seaside town and beach is British and explain their reasoning. They will have the opportunity to say which beach they would prefer to visit and explain why.</p> <p>6. How can a map and compass help us to get around a seaside town? Children will travel around a seaside town near to us using compass points. Can they use a map of the area and follow the routes around a seaside resort, noting what features they would see on the way. (Key vocabulary, lighthouse, port, beach etc).</p>
Vocabulary	Weather, the UK, changes, seasons, daily weather recording, observation (looking), temperature/ thermometer, weather, types (sun, rain, thunder, snow, wind etc), Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heat wave, protect, hot, cold, weather, climate, Atlas, Artic, Jamaica, Equator, world map.	The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, Local area, school, home, address, compass, directions, position, NESW, Fieldwork, local area, locate (find!), street map, observe, record, route, safety. Map symbols, street, house/houses, offices, business, shops, stream, river, forest, map, key, title, route, House/housing, detached, semi-detached, terraced, cottage, bungalow, flats	Lighthouse, beach, port, cliff, sea, tourist, shop, town, coast, Man-made, natural, St. Ives, Blackpool, Cornwall, town, coast, bay, harbour, headland, attractions, map, route, map symbols, key, compass, compass directions, north, east, south, west. Island(s), United Kingdom (UK), Britain, Northern Ireland, mainland, sea, coast, hot, cold, Equator, weather, English Channel, North Sea, Irish Sea, Atlantic Sea.
Curriculum Links Geography History	Reception – Natural World Y1 – Seasonal Changes	Reception – People and Culture Y1 – Beside the Seaside. Comparing our town with another, compass skills	Reception – People and Culture Y1 – Local Area – Comparing a town to a city, compass skills Y2 – Sensational Africa – Comparing to a small area in a non- European country.



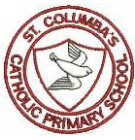
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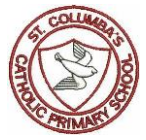
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Science Computing DT/ART			Y2 – Our Wonderful world (UK countries, seas, oceans)
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Year 2	Autumn	Spring	Summer
Theme	Where on Earth are we?	How could we help visitors to get around Huyton?	Would you prefer to live in Moshi or Huyton? Tanzania link
KPI's	<p>To be able to name and locate the world's seven continents and five oceans.</p> <p>To use simple compass directions (North, South, East and West)</p> <p>Learning will include finding the locations of continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.</p>	<p>To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>To use atlases to identify the United Kingdom and its countries, capitals and seas.</p> <p>Learning will include developing their mapping skills by using atlas to find places using symbols and directional language. Children will explore different types of maps, create messy maps, route maps and simple sketch maps.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><i>LINK: Erasmus Plus link school in Moshi, Tanzania.</i></p> <p>Key Aspects: Tanzania, Moshi, Culture, Mapping, Comparison.</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p>

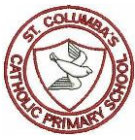


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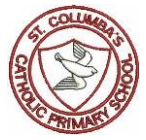
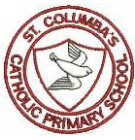
	<p>Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p> <p>Key Aspects: Continents, Oceans, Journey lines, Aerial Photographs, Comparisons. Climates.</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community, Diversity</p>	<p>Key Aspects: Atlas, Maps, Directions, Sketch Maps, Route Maps, Local Area.</p> <p>Pupils should:</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community</p>	<p>Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Theme: Community, Diversity</p>
<p>Knowledge</p>	<p>1. How many continents and oceans are there? Children to name and locate the continents and oceans of the UK. Discussing the difference between an ocean and a sea (Y1)</p>	<p>1. Can you find where these places are? Children to understand what an atlas is and what it is used for. Discuss the difference between an atlas and a globe. Children to use</p>	<p>1. Where is Tanzania? Children to locate Tanzania using digital mapping and learn more about it's location within the world. What continent is it in? Which countries is it near? What ocean are near Tanzania? What is</p>



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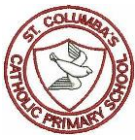
	<p>Children to use maps and globes. Identify which continent we live in.</p> <p>2. What is it like in? Children to research facts (human, physical features, countries, facts, position in the world) about a chosen continent. Children to present their findings to the class so the class can compare continents and discuss the differences with the continent we live in.</p> <p>3. Where would you go on a journey around the world? Children to discuss the shape of the world and how people travel around it. Discuss the term journey lines and recap the compass points. Children to choose a starting point in the UK and create journey line around the world. Describing and discussing the journey they plan with compass points, what continents and oceans they go through. Did the journey take us over more land or sea?</p> <p>4. Where are the different hot and cold climate zones? They will locate the UK on a world map and find out about the equator, Northern and Southern Hemisphere and the poles. They will identify that countries near the equator are hot countries and those by the poles are cold countries. Define weather and climate. Show the Climates Zones World Map.</p>	<p>an atlas to find places, capital cities and seas in the UK.</p> <p>2. How can I get to the? Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps to locate points of interest. Children to read and identify simple symbols found on a map. Can the children explain what a direction is? Can the children explain why using directional language is important? Can the children use directional language to guide a partner?</p> <p>3. What is a messy map? Children to be shown different types of maps and discuss who might use them. (floor plans, bus and train maps, street maps, atlases, plans of the school, Google Earth, Satnavs) Discuss what a messy map is? How we can change these 2d maps into 3d maps. Children to make a messy map of a classroom.</p> <p>4. What is a route map? Children to discuss what a route map is and shown some examples. Children to use a map of the school and take a route around the school grounds starting at one point and</p>	<p>its capital? Climate. Relation to the equator. Discuss the key features on the map- capital city, main cities, rivers, mountains. Children given time to explore the map of Tanzania and evidence this on their own map.</p> <p>2. What is Tanzania like? Children to research Tanzania. Human and physical features. Show videos. Discuss weather, climate, foods, environment.</p> <p>3. What is a National Park? Explore facts about national parks and game reserves. Explain the difference between the two. Look at a map of Tanzania and identify its national parks. Learn the difference between the two main 'safari circuits' in Tanzania. Look at one of the National Park and learn more about it. Discuss the features and the compass points. Ask children to use the compass points to locate where the National Parks are in relation to each other.</p> <p>4. What could you see in a National Park that you could see in England? Explain that the national parks and reserves are all very different and that because of this they are home to different types of animals. Discuss migration. Talk about tourism and its benefits to Tanzania. Explain what the Big Five are. Learn about the difference in wildlife there to England.</p> <p>5. What life like in Moshi?</p>
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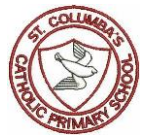
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	<p>Discuss what the climate map shows referring to the colour code and key. Define cold, temperate, warm and tropical climates and highlight the relevance of the equator to hot climates.</p> <p>5. How is Spain different to the England? Children to take a tour around our continent. Spend time looking in depth at Spain and its location in the world and continent. Compare similarities and differences to England. Research the capital city, regions, physical and human features, lifestyle. Children to possibly create a fact file about the place.</p> <p>6. What can see you in an aerial photograph? What is an aerial photograph? Children to look at aerial photographs and digital of the local area, Liverpool, Blackpool and London. Children to identify physical and human features and discuss the differences between the places.</p>	<p>finishing at an end point. Discussing what the see along the route. Children to create their own route maps. Adding a simple key.</p> <p>5. What is a sketch map? Children to discuss what a route map is and shown some examples. Using Google Earth show aerial maps of the school and the immediate surrounding areas. What key physical and human features can they see? Children to draw a sketch map with a key and colour coding.</p> <p>6. What exciting walk could you take in the local area? Children to recap using Google Earth to show the school and the immediate surrounding areas. What key physical and human features can they see? Children to create a walking route around the local area. Describing the route using compass directions and street names and what they go past on the walk.</p>	<p>Children to use photographs to generate their own questions about what life is like in Moshi. Together explore life and culture in Moshi, learning more food, school, homes and daily life. Compare it to where we live.</p> <p>6. What would is it like being a child, living in Moshi? Children to compare a daily routine for a child in Tanzania to a child in England.</p>
<p>Vocabulary</p>	<p>Continent, ocean, sea, world map, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Oceania, Europe,</p>	<p>Sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols, local area, near/far, distance,</p>	<p>Tanzania, Moshi, culture, life, Africa, human, physical, national park, similarities and differences.</p>

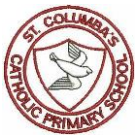


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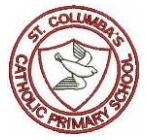


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	Antarctic, Atlantic, Pacific, Indian, Artic Ocean, Antarctic Ocean, land, sea. Journey line, route, travel, compass, climate zones, climate, weather, temperate, warm, tropical	time, transport, map symbols, atlas, key, human, physical, continent, country, capital city, messy map, route map.	
Curriculum Links Geography History Science Computing DT/ART	Y1 – Local Area –Compass skills Y1 –Beside the Seaside. Compass skills Y1 – Weather – Cold and hot places.	Y1 – Local Area Y1 –Beside the Seaside Y1 – Our Wonderful World.	Reception – People and Culture Y1 –Beside the Seaside. Comparing our area to another (local). Y2 – Magical mapping. Reading maps. Y2 – Our Wonderful World- Continents and Oceans Y2 – Living things and their habitats

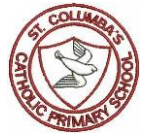


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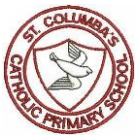
Year 3	Autumn	Spring	Summer
Theme	Why is the UK so fascinating?	Why does Australia celebrate New Year before the UK?	What makes the Earth angry?
KPI's	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>This unit will include teaching the class about the fascinating country they live in. They will learn about the how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>This unit will allow the children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the</p>	<p>To describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Learning will include children learning about the natural disasters in our world. Exploring the Earth's greatest natural disasters and extreme weather phenomena, from raging tropical storms to violent erupting volcanoes to tarrying towering tsunamis.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p>



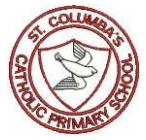
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	<p>population, tallest mountains, longest rivers, coastlines. Finally looking at how London city has changed over time.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>	<p>important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, looking more closely at the lines of longitude, children will develop their understanding of time zones.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>	<p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>
<p>Knowledge</p>	<p>1. What can you already tell me about the UK?</p> <p>Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four countries and capital cities. Name and locate the seas around the UK. They will find out information about aspects such as area, life expectancy and population in the UK.</p>	<p>1. How could we describe the UK's position in the world?</p> <p>Children to explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p> <p>2. What are the longitude and latitude lines used for on a map?</p> <p>Children to identify lines of latitude and longitude. To use maps, atlases and globes to</p>	<p>1. Where are volcanoes found?</p> <p>Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator. Understand how the Earth is made of tectonic plates. Identify the tectonic plates of the Ring of Fire. Identify some of the volcanoes around the Ring of Fire. They will then use a variety of</p>



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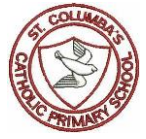


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	<p>2. What is a county? Children will learn what a county is and find out how the counties of England can be split into regions. They will then undertake a variety of activities to help them locate and identify different counties of the UK.</p> <p>3. What is the difference between a town and a city? Children will learn the difference between a town and a city before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. Explore a particular UK city in detail. (Liverpool) Use the eight compass points to describe the location of the countries and main cities of the UK.</p> <p>4. What and where is the tallest mountain in the UK? Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts. (Tallest, most climbed etc)</p> <p>5. What towns and cities does the River Thames run through?</p>	<p>locate countries in the context of using co-ordinates to find locations. Use longitude and latitude to find places on maps, atlases and globes.</p> <p>3. What is life like in the Arctic and Antarctic? Children to describe the key features of the polar regions and compare them to the UK.</p> <p>4. What is it like in the tropics? Children will compare the climate of the tropics with the UK climate.</p> <p>5. What is the Prime Meridian? Children will explain the position and significance of the Prime Meridian.</p> <p>6. What time is it now in Australia? Children will explain the position and significance of time zones.</p>	<p>information sources to find out further facts about particular volcanoes.</p> <p>2. What is found under ground? Recognise that there is rock under all surfaces. List the layers that make up the Earth. Create and label a cross-section of the Earth.</p> <p>3. What happens when a volcano erupts? Children to describe how tectonic plates move. Explain how a volcano is formed. Name some of the parts of a volcano. Explain what happens when a volcano erupts.</p> <p>4. Would you live near a volcano? Children can explain where volcanoes are found. Use and understand terms extinct, dormant and active when describing volcanoes. Can list the risks and benefits of living near to a volcano. Hold a debate.</p> <p>5. Where do earthquakes occur? Children can explain where earthquakes happen. Explain why earthquakes happen. Describe how to keep safe in an earthquake. Compare the strength of earthquakes. Show images of recent disasters.</p> <p>6. What causes a tsunami? Children to discuss where tsunamis happen. Explain what causes tsunamis. Describe the damage caused by a tsunami. Understand how to</p>
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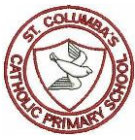


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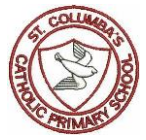


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	<p>Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify and locate some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.</p> <p>6. How has London changed over time? Children to understand how the physical and human features of London have changed over time and the importance of Prime Meridian to London's history.</p>		<p>keep safe in a tsunami. Show images of recent disasters.</p>
<p>Vocabulary</p>	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west. County, country town, River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, Mountain, hill, range, peak, height, legend</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, Latitude, longitude, co-ordinates, Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica, Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate, Prime Meridian, Greenwich Meridian, Greenwich Mean, GMT, International Date Line, time zone.</p>	<p>Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma. Volcano, eruption, main vent, crater, magma chamber, Active, dormant, extinct, Epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli, Tsunamis, Tornado</p>



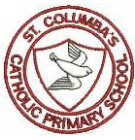
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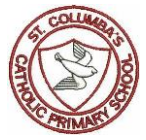
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<p>Curriculum Links</p> <p>Geography</p> <p>History</p> <p>Science</p> <p>Computing</p> <p>DT/ART</p>	<p>Y1 – Our Country</p> <p>Y2 – Magical Mapping</p> <p>Y4 – Rivers (River Mersey)</p> <p>Y5 - Mountains</p>	<p>Y1 – Weather (Climate, Artic, hot and cold places)</p> <p>Y2 – Our Wonderful World (Equator, hemisphere)</p> <p>Y3 – The UK (Prime Meridian)</p>	<p>Y3 – Rocks</p>
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Year 4	Autumn	Spring	Summer
Theme	Will you ever see the water you drink again?	Why build a city near a river?	How is the UK similar to Poland?
KPI's	<p>To describe and understand key aspects of the water cycle.</p> <p>This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>	<p>To describe and understand key aspects of the rivers.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate counties and rivers.</p> <p>The children will find out more about why rivers are so important to cities and towns that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time.</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Pupils should</p>

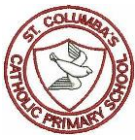


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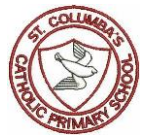


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	<p>Pupils should</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>	<p>Children will learn the names and locations of the major rivers of the UK and the world. Local focus on the River Mersey.</p> <p>Pupils should</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>	<p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community, Diversity</p>
<p>Knowledge</p>	<p>1. What happens to water when it boils?</p> <p>Investigate how water can change from one form to another; relate my findings to everyday experiences. Children to describe the 3 states of matter. Apply knowledge of how water changes state to help understand the processes involved in the water cycle in nature over time?</p> <p>2. What is the water cycle?</p> <p>Children to apply knowledge of how water changes state to help understand the processes involved in the water cycle in nature over time. Explain the main events in</p>	<p>1. Where does water come from?</p> <p>Children to recap the water cycle and why it is important. Children to use maps and use atlases and google maps/Digimaps to locate key rivers in the World</p> <p>2. How are rivers formed?</p> <p>Children will learn how rivers are formed by explaining the processes of erosion and deposition.</p> <p>3. What are the features of a river?</p>	<p>1. What do you know about Europe?</p> <p>Children to be able to locate Europe on a world map and find out about its features. Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps. Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries including Russia. They will annotate maps of Europe with the names of countries.</p>

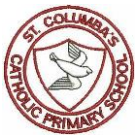


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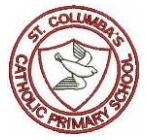


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	<p>the water cycle. Explain where the processes of evaporation and condensation occur in the water cycle. Explain that the water cycle keeps going and why the water cycle is a closed cycle.</p> <p>3. How are clouds formed?</p> <p>Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. Children to understand that changes in temperature cause evaporation and condensation. Use the words condensation and precipitation to explain why it rains. Explain why clouds form and name different types of clouds.</p> <p>4. How and why is drinking water cleaned?</p> <p>Children to discuss why the water needs to be cleaned before drinking. Suggest ways to remove dirt from water and investigate, explain the steps involved in cleaning the water.</p> <p>5. How can the water cycle affect us?</p> <p>Children to explore the causes and effects of flooding. Describing the physical processes of a natural disaster and discuss its impact on people and the landscape.</p>	<p>They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders</p> <p>4. Why are rivers important?</p> <p>Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure.</p> <p>5. What are the advantages and disadvantages of building a dam?</p> <p>Children to learn what a dam is, why dams are built, the location of one major dam, the advantages and benefits of building a dam and the disadvantages and risks of building a dam. (Link to floods from water cycle unit)</p> <p>6. Why would you build a city near a river?</p> <p>Children will use a variety of sources of information to carry out research on River Mersey and use prior learning to answer the enquiry question. They will think about the best way of presenting the information they have found out.</p> <p>Where does it start and finish? Use of the river Mersey and its change over time. Mersey ferry</p>	<p>2. Which European country do you think it is?</p> <p>Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues and comparing them to their own area.</p> <p>3. What is the capital of.....?</p> <p>Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps/digimaps to locate capital cities and start to explore features of some major cities.</p> <p>4. What is similar and different with Warsaw and London?</p> <p>Children will recap some major capital cities in Europe. They will generate questions to help them compare the physical and human features of London, UK and Warsaw, Poland. (Distance, Climate, Physical and Human Features etc)</p> <p>5. What would I see if you visited to Poland? (Research)</p>
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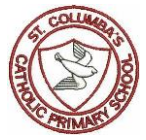


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	<p>6. What damage can water pollution cause?</p> <p>Children to be able to list some of the causes of water pollution. To describe the effect of water pollution on drinking water. Describe some of the ways water pollution affects plants and animals. Suggest ways to reduce water pollution and consider ways of looking after our school or community and encourage others to care for their environment.</p>		<p>Children will research Poland (a European country) in detail. They will generate questions first and then find out information using a variety of sources of information. Children will consider both the human and physical geography of their chosen country and focus on tourism.</p> <p>6. What would I see if you visited to Poland? (Presentation)</p> <p>Children to create a presentation/information leaflet about Poland.</p>
Vocabulary	Liquid, solid, gas, Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, Precipitation, evaporation, condensation, filter, pollution	River, stream, source, water cycle, evaporation, condensation, precipitation, source, cloud, rivulet, brook, channel, bank, tributary, erosion, deposition, load, confluence, meander, waterfall ,lake, erosion, transportation, deposition, sand and silt, pebbles, boulders, source, meander, shallow, deep, current, channel, flood plain, fertile, mouth, estuary, delta, load, confluence, dam, reservoir, hydroelectric power, renewable energy,	Europe, continent, country, capital city, Itinerary, passport, visa, tourist attractions, human geography, physical geography, climate, distance.
Curriculum Links Geography	<p>Y1 – Weather</p> <p>Y2 – Environment</p> <p>Y5 – Properties of materials (Water)</p>	<p>Y1 – Our Country (Liverpool)</p> <p>Y4 – Water Cycle</p> <p>Y2 – Environment</p> <p>Y5 – Properties of materials (Water)</p>	<p>Y1 – Weather</p> <p>Y2 – Our Wonderful World (Continents)</p> <p>Y5 - Mountains</p>



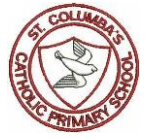
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History Science Computing DT/ART			
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Year 5	Autumn	Spring	Summer
Theme	How would you go about planning a trip around the local area?	Why should the rainforest be important to us all?	Why do people visit the Lake District?
KPI's	<p>To use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>in the context of a tropical climate, the layers of a rainforest, rainforest inhabitants.</u></p> <p>To 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</p>	<p>To 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).</p> <p>To describe and understand key aspects of physical geography, including mountains.</p> <p>Children will find out about the major mountains of Europe and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the</p>



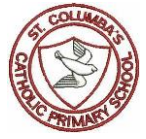
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	<p>Children to further explore a range of maps and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map and plan a route. Children will understand about land use and to look at their own area. By comparing maps of the same place, children will learn about the way that places and land use have changed over time.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>	<p><u>characteristics, countries, and major cities in the context of rainforests.</u></p> <p><u>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</u></p> <p><u>To 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) in the context of rainforests.</u></p> <p><u>To 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 by comparing the Amazon rainforest and Delamere Forest.</u></p> <p>Children will learning about the tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare Delamere forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats and human impact.</p>	<p>opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. They will compare two tourist mountain regions the Lake District, UK and Tatra, Poland</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community, Diversity</p>
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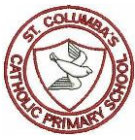


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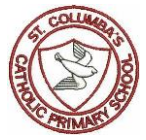


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		<p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Diversity</p>	
<p>Knowledge</p>	<p>1. How do you use an atlas? (Co-ordinates, Atlas)</p> <p>Children to be able to locate countries in Europe and North and South America. Key skills to be taught looking up the co-ordinates of a location, finding a location on a page by using simple co-ordinates, identify physical features on a map, using a key to identify physical features, using an index to find a place name, can find the correct page in an atlas by using the index.</p> <p>2. How do keys help on a map? (Symbols, Ordnance Survey Map)</p>	<p>1. Where are the rainforests? (Where)</p> <p>Discover where the rainforests are in the world and locate them on a world map. Name some of the countries where rainforests are found.</p> <p>2. What is a tropical climate? (Climate)</p> <p>Define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests. Children to tell you that rainforests are found near the equator and tell you that rainforests are found between the tropics of Cancer and Capricorn.</p> <p>3. What is it like in the rainforest? (Layers)</p>	<p>1. Where are mountain ranges around the world?</p> <p>Children to locate mountain ranges in Europe. Using atlas to use a legend to find areas of higher ground on a map, tell you what country the mountain range is found in, use an index in an atlas to find mountains, find the height of a peak on a map.</p> <p>2. Where are the mountain ranges or higher ground in the UK?</p> <p>Children to use a topographical map of the UK finding Where are the highest areas of land? Which countries of the UK are these located in?</p>



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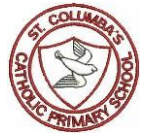


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	<p>Children to use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. Discussing why maps have symbols on them, using keys to find out what a symbol means and recognise some map symbols on an Ordnance Survey map.</p> <p>3. How can we give directions? (Compass Points)</p> <p>Children to use the eight points of a compass to describing routes on a map. Children to follow and give directions using the eight points of the compass. Children to use Ordnance Survey maps or Digi maps to use the 8 points of the compass to find the direction of travel from one place to the another.</p> <p>4. How can we find a location? (Grid Referencing)</p> <p>Children to tell you how to give co-ordinates by going along and then up and can find a location from four or six-figure co-ordinates. Explain how an Ordnance Survey map are split into a grid of squares (each 1km²), what eastings and northings are and how to use grid references.</p>	<p>Explore what it is like in a rainforest and learn about the four main layers of vegetation.</p> <p>4. What is life like in the rainforest? (Animals and Plants)</p> <p>Children to discover animals and plants of the rainforest. Children to name some animals that live in each layer of the rainforest. And explain why different animals live in different layers.</p> <p>5. Who are the indigenous rainforest tribes? (People)</p> <p>Discover the indigenous rainforest tribes and compare their lives with life in modern society.</p> <p>6. How is the Amazon rainforest and Delamere Forest different?</p> <p>Children to research the similarities and differences between the Amazon rainforest and Delamere forest.</p> <p>7. What effects are humans having on the rainforest?</p> <p>Explore how the rainforests are under threat from deforestation and human actions. Discuss the actions that we can take to help save them. Use TV programme 'Amazing Hotels: Life Behind the Lobby, Costa Rica to explore</p>	<p>Where do you think the UK's highest peak might be located? Children to understand how land height is modelled on maps using contour lines.</p> <p>3. What are the features of the mountain ranges?</p> <p>Children to understand that although mountains look different they share the same features. Discuss that not all mountains are single summits. Some mountains are smooth edged; some, like The Andes, are rockier. Children to identify the features.</p> <p>4. How is the climate different in mountainous regions?</p> <p>Children should be able to describe a mountainous climate, compare mountain climates and the risks associated with mountain climates. Children to express their views as whether they would like to live in a mountainous environment.</p> <p>5. Why do people go to mountainous regions for holidays?</p> <p>Compare the tourist mountainous regions of the Lake district, UK and Tatra, Poland. Investigate what makes mountains popular tourist destinations and compare these destinations between seasons.</p>
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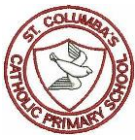


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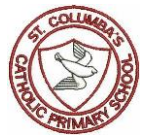


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	<p>5. Can you plan a route?</p> <p>Children to use digimaps to plan a route in the local area, e.g a daily mile walk, the quickest way to school an interesting driving route. Give directions using the eight compass points, four or six-figure co-ordinates for a location. Children to use Digimaps to calculate the distance between locations or route.</p> <p>6. What is the rural space near us mainly used for? (How land is used key focus on farming) (Crop and livestock map)</p> <p>Children to understand that space is limited resource in the UK as we are an island. Discuss the different ways land might be used in the UK. (e.g housing, retail, farming) Children to think about which land uses would you find in rural areas and urban areas. Children to understand whether there is more urban or rural land in the UK and look at how the rural land is used in the UK. (agriculture, protected land, coastal and freshwater) Focus the children to look at how the rural areas near us are used for farming by using one crop map and one livestock map from the DEFRA survey to make comparisons.</p>	<p>and debate the positive and negative impacts of tourism on the rainforest.</p>	<p>6. What impact can tourism have on a mountainous environment?</p> <p>Evaluate the positive and negative impacts tourism has on mountain environments.</p>
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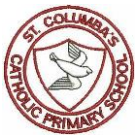


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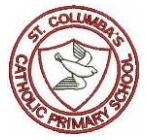


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	<p>7. How has the land use in Haydock changed over time? (How land is used) (Digimaps)</p> <p>Using digimaps, photographs children to explore how the land use has changed over time and have a key focus on Haydock. (Main road, more streets, what the buildings where, agricultural land)</p>		
<p>Vocabulary</p>	<p>Atlas, index, co-ordinates, latitude, longitude. Key, symbol, Ordnance Survey. Compass, north, south, east, west, north east, south east, south west, north west, Co-ordinates, grid reference, easting, northing, Agriculture, forestry, protected land, coastal, freshwater Past, present, similarities, differences.</p>	<p>Rainforest, temperate, tropical, boreal, deciduous, carniferous. Climate, tropics, tropical, forecast, Forest floor, understory layer, canopy layer, emergent layer. habitat, diet. Amazon rainforest, Amazon river, species, natives, tribes, woodland, Deforestation, soil erosion, impact.</p>	<p>Mountain, range, height, peak. contour, altitude, peaks, slopes, valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau.</p>
<p>Curriculum Links</p> <p>Geography</p> <p>History</p> <p>Science</p> <p>Computing</p> <p>DT/ART</p>	<p>Y2 – Magical Mapping</p> <p>Y3 – All Around the World</p> <p>Y4 – Exploring Europe</p> <p>Y6 – The Americas</p>	<p>Y3 – All Around the World</p> <p>Y6 – The Americas</p> <p>Y5 – Living things and their habitats (Rainforest)</p>	<p>Y4 – Exploring Europe (Poland)</p> <p>Y3- Rocks</p>



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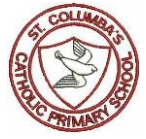


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Year 6	Autumn	Spring	Summer
Theme	What is so special about the America's?	Why is trade so important to the UK?	What are we doing about climate change?
KPI's	<p>To locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics and countries.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>To 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 in the <u>context of UK imports and exports</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>in the context of UK trade links</u></p> <p>Children will find out about how goods are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, (El Salvador) the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market. Children will</p>	<p>To describe and understand key aspects of human geography in the context of the distribution of natural resources including energy, food, minerals and water.</p> <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. Children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p>

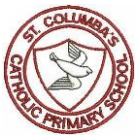


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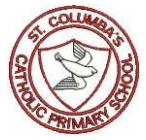


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	<p>Children will first find out about the countries that form North and South America. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. They will carry out a detailed fieldwork study of the local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will continue to develop their map and atlas skills. They will learn about the ancient and new wonders of the world, specifically those of the Americas.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community, Diversity</p>	<p>finally be learning about the current political issue (Brexit) and its impact on trade.</p> <p>Pupils should</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom/Europe, North and South America.</p> <p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community, Diversity, Democracy</p>	<p>The location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Theme: Community</p>
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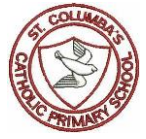


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<p>Knowledge</p>	<p>1. What countries will you find in North or South America?</p> <p>Children will identify the continents of North and South America on a map and learn how it is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America and locate them on a map and identify the twelve countries and two territories that comprise South America and locate them on a map.</p> <p>2. What are the different climate zones and biomes in the America's?</p> <p>Children will look at a global climate zone map to identify climate patterns around the world. They will then explore some of the different climates, biomes and weather conditions in an area of the America's. Identifying other areas around the world that have similar climates and comparing a climate of a region in the Americas with where we live.</p>	<p>1. What and why do we trade?</p> <p>Children to explain the UK's trade links with other countries. Explain what trade is, why we trade, difference between imports and exports and list goods that we export and import.</p> <p>2. Who do we trade with?</p> <p>Children to use maps to show the UK's trade links with other countries. Name some countries we trade with and what items. Using digital maps to calculate distance between two places. Which countries are our main trade partners?</p> <p>3. Why do we trade with central America? (Focus El Salvador)</p> <p>Children to have a look at the trade links with this area of the world. Children to look at where El Salvado is. What goods we import from there and discuss about why we export from there.</p> <p>4. Why is Fairtrade so important?</p>	<p>1. What do we need?</p> <p>Children to explore about what a settlement is? Discuss what resources settlers need. Which is the most important? Are the needs different today than in the past?</p> <p>2. How are natural resources used to produce energy?</p> <p>Children will explore how fossil fuels are produced and how they can be used to produce electricity. They will explore how this power is distributed across the UK via the National Grid. They can also consider some of the problems associated with burning coal and gas.</p> <p>3. Can you think of clean sources of energy production?</p> <p>Children will identify some alternative sources of energy production to coal and gas, including a range of clean, renewables such as wind, solar and hydroelectric. They will consider the pros and cons of their use.</p> <p>4. Where does our food come from?</p>

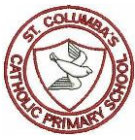


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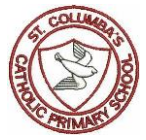


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	<p>3. What is similar and different about the places?</p> <p>Children to recap longitude and latitude lines. Children to describe and compare key physical features of three different places in the Americas.</p> <p>4. What are the physical and human features of our local area?</p> <p>Children to carry out a fieldwork study of their local area. Looking at climate, human and physical features, weather, plants and animals, facilities, carrying out surveys. Children to write up a fieldwork report.</p> <p>5. What similarities and differences are there between our local area and an area in North America?</p> <p>Children to look at the human and physical features of an area in North America and all the aspects investigated during their local fieldwork lesson to make comparisons and differences between places.</p> <p>6. What similarities and differences are there between our local area and an area in North America?</p>	<p>Children to look at what Fairtrade is, why it is import, what products are Fairtrade, how does fair trade work, look at case studies of famers and the impact.</p> <p>5. How has trading changed over time?</p> <p>Children to learn about who are the main partners of today and who were they in the past. Focus on products traded in the Victorian and Tudor era. Are these still traded today? Discuss how they think trading might change in the future.</p> <p>6. How will Brexit impact on trade?</p> <p>Children to learn an overview about the history of the EU, the referendum campaign, the negotiations and what impact it will have now with trade.</p>	<p>Children to find out a country of origin on food labels and recap on foods that are produced in the UK and ones that are exported. Look at the benefits of importing and what food miles are. Calculating distances travelled using digimaps.</p> <p>5. How does saving energy help the environment?</p> <p>Children to make links between energy use and its impact on the environment. Children to discuss steps we can take to reduce the amount of energy we use. Children to look at climate change and global warming.</p> <p>6. Is there enough for anyone?</p> <p>Children to understand that access to natural resources varies in different countries. Discuss food shortages are a global problem and name areas of the world most affected by food shortages. Explain how CO₂ levels impact global access to resources. Children to reflect on my own role in reducing resource shortages around the world.</p>
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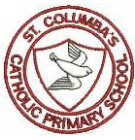


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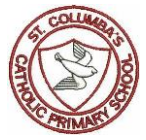


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	Children to name and locate of the ancient and new wonders of the world and describe the characteristics and significance of a natural wonder of the Americas.		
Vocabulary	Continent, country, city, North America, South America. Climate zone, climate, polar, arctic, temperate, tropical, sub-tropical, latitude, Koppen system. Physical geography, human geography, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone. settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph. Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.	Trade, import, export, key, El Salvador, Trading, fair trade, Fairtrade, Trade, Tudor, Victorian, British Empire, Brexit	Settlement, resource, Electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped, storage, Renewable, non-renewable, solar power, wind power, biomass, Carbon footprint, global warming, poverty, food security, famine.



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Curriculum Links Geography History Science Computing DT/ART	Y3 – All Around the World Y6 – Trade (Central America)	Y2 – Old and New Shopping (Change in habitats) Y5 – Land Use (Farming) Y3 – Animals and Humans (Diet)	Y6 – Trade (Food supply) Y2 – Environment (Energy)