



# The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools



Blessed is the one who trusts in the Lord, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream.  
It does not fear when heat comes; its leaves are always green.  
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

**A PLACE TO LEARN, LOVE & GROW**

## Geography Long Term Plan Overview

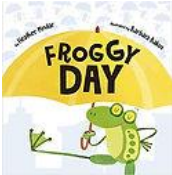
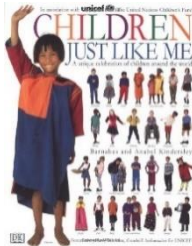

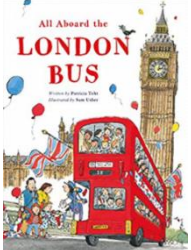
Cycle A	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	<p style="text-align: center;"><b><u>All About Me!</u></b></p> <p>Do all schools look the same? Where were we born? Do we know the name of the town/road where we live? Seasonal changes – Autumn: What happens to a tree in Autumn? How does our food grow?</p>	<p style="text-align: center;"><b><u>What is the weather like around the World?</u></b></p> <p>What is Weather? How Does the Weather affect Us? Can we predict the Weather? Can the weather be dangerous? What is the location of hot and cold areas of the world? What does a cold area of the world look like?</p>	<p style="text-align: center;"><b><u>Where does the water from my tap come from?</u></b></p> <p>What are key aspects of the water cycle? Where do clouds come from and why are they not all the same? How is drinking water made safe for consumption? Is all flooding a disaster? What is water pollution and is it a problem?</p>	<p style="text-align: center;"><b><u>What is Amazing about the Americas?</u></b></p> <p>How many countries and cities are there in North America? What are climate zones? What special natural landmarks are there in North America? What time is it Mr Wolf?! How can I visit one of these amazing natural landmarks?</p>
Spring	<p style="text-align: center;"><b><u>Ticket to Ride! - Food</u></b></p> <p>Can we grow all fruits and vegetables in the UK? <b><u>Come Outside: Around the world</u></b> Do all animals need the same conditions to survive? What animals live in Africa, Australia and Antarctica? Seasonal Changes – Winter &amp; Spring: What happens to a plants/trees in Winter and Spring?</p>	<p style="text-align: center;"><b><u>Are children in Africa just like me?</u></b></p> <p>Where is Kenya? Let's Explore! What is the same and what is different about Spennithorne, Middleham and Kenya? (Human and physical geography). What animals live in Africa? My Day, Your Day – what is the same and what is different?</p>	<p style="text-align: center;"><b><u>What is the lie of the land?</u></b></p> <p>Maps! What features can I spot? What is the key to a map? What is a surveyor and what skills do they need to survey the land? Urban and rural land use – what is the same and what is different? How is land used for agriculture?</p>	<p style="text-align: center;"><b><u>Is climate change impacting trade and the economy around the world?</u></b></p> <p>Where did my clothes come from? Is Yorkshire tea only found in Yorkshire? Supply and demand – what does this mean? How is food distributed around the world? What is fair trade and is it really fair What impact is climate change having on trade around the world?</p>
Summer	<p style="text-align: center;"><b><u>The UK outdoors</u></b></p> <p>Where does the Queen live in the UK? Why is London special? <i>Seasonal Changes – Summer:</i> What happens to a plants/trees in summer?</p>	<p style="text-align: center;"><b><u>Why should people visit Spennithorne and Middleham?</u></b></p> <p>What is our local area like? Out and about fieldwork! What are the features of the local area? Who lives in a house like this? What is it like in the capital city? What do I want to be when I grow up?</p>		<p style="text-align: center;"><b><u>Can I navigate my way around the local area using an Ordnance and Survey map?</u></b></p> <p>Where do I live? What are the symbols on an OS map? What is orienteering and can I have a go please? It's my turn, are you ready for a trip of a lifetime?</p>

Cycle B	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><b><u>All About Me!</u></b></p> <p>Do all schools look the same? Where were we born? Do we know the name of the town/road where we live? Seasonal changes – Autumn: What happens to a tree in Autumn? How does our food grow?</p>	<p><b><u>What is so Wonderful about the World I live in?</u></b></p> <p>Is the World round? What is the same and what is different about the World's continents? How can I travel across the world? What clothes do I need to pack for my journey across the world?</p>	<p><b><u>Why are children asleep across the world whilst I'm at school working?</u></b></p> <p>What is the significance of a countries position in the world? What are the Polar Regions? What are Tropic Regions? What is The Prime Meridian? Why do some countries celebrate New Year before the UK?</p>	
Spring	<p><b><u>Ticket to Ride! - Food</u></b></p> <p>Can we grow all fruits and vegetables in the UK? <b><u>Come Outside: Around the world</u></b> Do all animals need the same conditions to survive? What animals live in Africa, Australia and Antarctica? Seasonal Changes – Winter &amp; Spring: What happens to a plants/trees in Winter and Spring?</p>	<p><b><u>Our Country: Which is best; village, town or city?</u></b></p> <p>Welcome to the UK! Village, town and city – what is the same and what is different? Are there farms in cities or do they rely on our local farms? What local products are made in our area?</p>	<p><b><u>Which river in the world rages the most and which mountain is most magnificent?</u></b></p> <p>What are mountain ranges in the UK and the World? How are mountains formed? Does climate impact tourism to mountain ranges? How many rivers are there in the world? Does the shape of a river effect where people live? What is the journey of a river from source to mouth? Which river is the longest in the world? What is the water cycle? Natural resources – how are they distributed? – focus on water.</p>	<p><b><u>Is Planet Earth erupting?</u></b></p> <p>What is under our feet? How on earth are volcanoes formed? What is the impact of volcanoes on the local community and beyond? Why do some countries seem to have more earthquakes than others? What is a tsunamis and what impact does it have? Is climate change making tornadoes more frequent?</p>
Summer	<p><b><u>The UK outdoors</u></b></p> <p>Where does the Queen live in the UK? Why is London special? <i>Seasonal Changes – Summer:</i> What happens to a plants/trees in summer?</p>	<p><b><u>Is a seaside town the same as Middleham?</u></b></p> <p>Middleham and Saltburn, what is the same and what is different? (Human and physical geography) Is plastic pollution a problem in Saltburn and seas and oceans in the world? What is the impact of plastic pollution?</p>	<p><b><u>Does it always rain in the Rainforest?</u></b></p> <p>Can I name the Countries and City of the UK? What are the key topographical features of the UK? Where in the world are rainforests located? What is the climate in a rainforest? What are the layers of the rainforest? Is there life in the Rainforest? What is the same and what is different about a forest in the UK and a Rainforest?</p>	<p><b><u>How exciting is it to live in Europe?</u></b></p> <p>How many countries are there in Europe? Greece, France and the UK – what is the same and what is different? How and what do we trade with Europe? The Euro Tunnel – What is its history and has it changed the wat that we trade?</p>

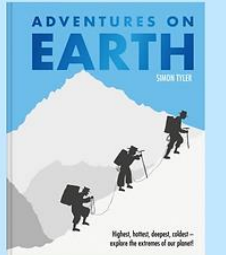
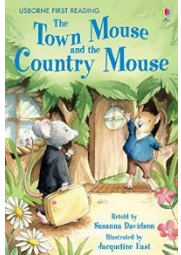
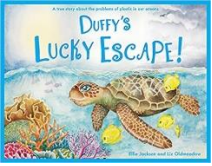
The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools  
Curriculum Progression Early Years

Understanding the World	Development Matters (Guidance)	ELG (Statutory Framework)	Key learning opportunities:	By the end of EYFS the children will know...
	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Explore the natural world around them.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b>ELG People and Places</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>- Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul> <p><b>ELG The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Autumn Term:</b></p> <p><u>All About Me!</u> <u>Do all schools look the same? Where were we born? Do we know the name of the town/road where we live?</u></p> <ul style="list-style-type: none"> <li>• Look at where we live, describe features we see on the way to school.</li> <li>• Draw my route to school.</li> <li>• Explore the school, where are the different rooms in relation to one another. What happens in each room?</li> <li>• Explore the school grounds, look at features of our school environment.</li> <li>• Look at maps of Spennithorne/Middleham (paper, Digimap and Google Earth) explore and discuss the features found on local maps.</li> <li>• Discussing where we were born and where our extended family live using world maps/globes for support.</li> </ul> <p><u>Seasonal changes – Autumn:</u> <u>What happens to a tree in Autumn? How does our food grow?</u></p> <ul style="list-style-type: none"> <li>• Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>• Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>• Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>• Explore harvest time in the UK and farming at harvest time.</li> <li>• Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>• Observe and explain decomposition of pumpkins</li> </ul> <p><u>Let's Celebrate/Festivals:</u></p> <ul style="list-style-type: none"> <li>• Explore festival origins/celebrations across the world, using a world map/globe.</li> </ul> <p><b>Spring Term:</b></p> <p><u>Seasonal Changes – Winter &amp; Spring:</u> <u>What happens to a plants/trees in Winter and Spring?</u></p> <ul style="list-style-type: none"> <li>• Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>• Explore compare/contrast our environment with polar regions.</li> <li>• Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>• Observe, question and draw spring plants/spring growth.</li> <li>• Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> </ul> <p><u>Ticket to Ride! - Food:</u> <u>Can we grow all fruits and vegetables in the UK?</u></p> <ul style="list-style-type: none"> <li>• Exploring food from around the world using world maps and Google.</li> <li>• Discover, compare and contrast food produce/grown in different climates around the world.</li> </ul> <p><u>Come Outside: Around the world</u> <u>Do all animals need the same conditions to survive? What animals live in Africa, Australia and Antarctica?</u></p> <ul style="list-style-type: none"> <li>• Explore compare/contrast our environment with Australia, polar regions and Africa.</li> <li>• Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>• Knowing where different animals come from.</li> <li>• Explore, compare, contrast and discuss life, living and schools in UK and Africa.</li> </ul> <p><b>Summer Term:</b></p> <p><u>The UK outdoors:</u> <u>Where does the Queen live in the UK? Why is London special?</u></p> <ul style="list-style-type: none"> <li>• Introduce London as the capital of England.</li> <li>• Name features around the UK (farm, beach, mountains, woodland etc).</li> </ul> <p><u>Seasonal Changes – Summer:</u></p> <ul style="list-style-type: none"> <li>• Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>• Observe seasonal weather changes in the summer</li> <li>• Explore, observe and identify UK minibeasts.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know where I live, (Spennithorne/ Middleham)</li> <li>- Know some of the features of my immediate environment.</li> <li>- Know the name of my school and can say some of the things I pass on my way to school.</li> <li>- Know some of the people who work in my community and what they do.</li> <li>- Know the names of the four seasons.</li> <li>- Know the main features of the weather in each of the seasons.</li> <li>- Know that not all places in the world are the same.</li> <li>- Know some of the animals and plants that live and grow around me.</li> <li>- Know what harvest is.</li> <li>- Know some of the festivals that are celebrated around the world.</li> <li>- Know that different foods are grown around the world.</li> <li>- Know that London is the capital of England.</li> <li>- Know some animals from different parts of the world.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Observe people, plants and animals in the local area</li> <li>- Talk about what they have noticed</li> <li>- Record some observations of the local area</li> <li>- Talk about why things happen and how.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Middleham, Spennithorne, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa</li> <li>- Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map</li> <li>- Harvest, seasons, Autumn, Winter, Spring, Summer, weather</li> <li>- Farm, beach, countryside, moors</li> </ul>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools  
Curriculum Progression Key Stage 1

		Autumn Term	Spring Term	Summer Term
		What is the weather like around the World?	Are children in Africa just like me?	Why should people visit Spennithorne and Middleham?
YEAR 1 & 2 CYCLE A	Topic Overview	This unit will teach the children about 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 be introduced to hot and cold areas of the world and the impact of weather types.	In this unit, the children will learn about the geography of Kenya through focussing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.	In this unit, the children will learn about their locality beyond the school gate. They will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. They will compare the local area with London, including looking at buildings (in particular houses) and the jobs of people (human features).
	Making connections	Build on from seasonal change knowledge in EYFS, develop knowledge of the locality, making comparisons with the UK and the World. For those children who have completed Cycle B, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.	Continue to build on the pupils' locational knowledge, knowledge about themselves and others. For those children who have completed Cycle B, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.	The children will further develop their knowledge about the local community from EYFS. They will find out more about the capital city of London (The UK outdoors) and make comparison with the local community. For those children who have completed Cycle B, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.
	High Quality texts		 Photo pack: <a href="https://www.geography.org.uk/teaching-resources/photos-for-enquiry/kenya">https://www.geography.org.uk/teaching-resources/photos-for-enquiry/kenya</a>	 
	Enrichment Opportunities	Invite Mountain Rescue and/or fire service to talk to the children about their work in helping people when it is bad weather. Field work study – look for the impact of the weather in the local area.	Invite a local visitor who has been to Africa to talk to the children about their experience (e.g. parent, Mr Mann).	Use the Census 2021 to gather information to compare local area and London. Field work study – look at the different houses in the local area. Make links with a multi-faith school in London. Showcase geography work to parents in an exhibition.
	Cross Curricular links	Science – seasonal change DT – design and make a windmill, make a rain gauge Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Maths and English.	Music – African drumming PE – African dancing Science – Animal habitats English – animal fact files, diary to compare own life with child living in Kenya.	Computing/Maths – gather data about the jobs of parents/carers and jobs that the children aspire to have. History – identify historic buildings in Spennithorne, Middleham and London. Identify different house types from historic periods.
	School vision and values	Love for local heroes – Fundraise for local Mountain Rescue.	Love for our world – Find out about (and support) the work of a charity working in Africa.	Love for our local area – litter pick to serve the community
	British Values	1st Half – Introduction to British Values 2nd Half - Democracy	1st Half - The rule of law 2nd Half - Individual liberty	1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs
	Knowledge (National Curriculum links)	- What is Weather? Identify daily weather patterns in the context of the weather of the UK. Understand what the weather is like in our country and where we live. - How Does the Weather Affect Us? Understand seasonal weather patterns in the context of the weather of the UK. Understand the different seasons in a year and describe how weather can affect us.	- Where is Kenya? Name and locate the world's seven continents and five oceans in the context of Africa (Kenya). Understand where Kenya is in the world, - Let's Explore! What is the same and what is different about Spennithorne, Middleham and Kenya? Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Middleham and Spennithorne), and of a small area in a contrasting non-European	- What is our local area like? To know key landmarks (including the location of my schools) in Middleham and Spennithorne and some key road names - Out and about fieldwork! What are the features of the local area? To know the human features in their home environment, to identify the characteristics of the local area.


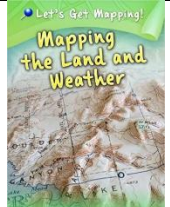
	<ul style="list-style-type: none"> <li>- Can we predict the Weather? Identify daily weather patterns in the UK (forecasting), understand what weather forecasts show. Use key words to describe the weather.</li> <li>- Can the weather be dangerous? Identify daily weather patterns (dangerous/adverse weather conditions) in the context of UK weather. Understand the dangers associated with adverse weather.</li> <li>- What is the location of hot and cold areas of the world? Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Understand what hot and cold countries are like.</li> <li>- What does a cold area of the world look like? Understand the human/physical geography of a cold area of the world in the context of the Arctic.</li> </ul>	<ul style="list-style-type: none"> <li>country in the context of Kenya (use photo pack from GA). Understand what life is like for people living in Kenya, including the Maasai culture.</li> <li>- What is a National Park? Know what a National Park is and compare the Yorkshire Dales with Kenya. Use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks).</li> <li>- What animals live in Africa? Know some of the main animals which live in Kenya.</li> <li>- My Day, Your Day – what is the same and what is different? Know about the similarities and differences of a child’s life in Kenya compared with their own.</li> </ul>	<ul style="list-style-type: none"> <li>- Who lives in a house like this? To understand basic geographical features: houses (human features). To understand the different types of housing in the local area.</li> <li>- What is it like in the capital city? To know key landmarks of London and compare with where we live (including rivers).</li> <li>- What do I want to be when I grow up? To develop knowledge about children’s locality – jobs (human features). Name the types of jobs that people do in the local area and compare with the jobs of people in London.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied to locate hot and cold places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied - locate Kenya on a world map/atlas/globe.</li> <li>- Draw simple maps in the context of Africa (Kenya).</li> <li>- Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map in the context of national park/safari maps.</li> </ul>	<ul style="list-style-type: none"> <li>- compare Wensleydale with a city (London) and ask questions such as Where is it? What is it like?</li> <li>- devise a simple map; and use and construct basic symbols in a key</li> <li>- 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.</li> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
General Geographical vocabulary	<p>Continents, Africa, Antarctica, Asia, Australia, Europe, North America and South America, Oceans, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Atlas, map, globe, key</p> <p>United Kingdom, UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast. Britain</p>		
Vocabulary	<p>Equator, forecast, flood, rain, snow, ice, sun, wind, gale, hurricane, cloudy, climate, damage, heatwave, temperature.</p>	<p>Kenya, Massai culture, climate, community, National Park, Yorkshire Dales, crops.</p>	<p>Wensleydale, house, bungalow, flat, terraced, semi-detached, detached, high-rise flats, underground, River Cover, River Ure, River Thames</p>

		Autumn Term	Spring Term	Summer Term
		What is so Wonderful about the World I live in?	Our Country: Which is best; village, town or city?	Is a seaside town the same as Middleham?
YEAR 1 & 2 CYCLE B	Topic Overview	This unit will teach children about the location of countries, continents and oceans of the world in relation to the position of the UK and their own locality within the UK. 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. Children will continue to build on their map skills, using atlases and globes widely, along with using aerial photographs to recognise human and physical features including landmarks	This unit will teach children about the countries of the UK, developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities. The topic will conclude by the children comparing a farm in the local area with a city farm with a particular focus on locally produced products. Introduce the children to shopping local and reducing our carbon footprint to help the environment.	This unit will give the children the opportunity to compare Middleham with a seaside town. The unit will focus on the human and physical geographical features of Saltburn and the children will explore and use geographical vocabulary to describe the features. The children will use the book 'Duffy's Lucy Escape' to be transported to the tropical paradise where Duffy the Sea Turtle lives amongst beautiful coral reefs and colourful fish only for Duffy to learn that not all that floats is food.
	Making connections	This unit will build on knowledge of EYFS. The children will make comparisons with the local area. For those children who have completed Cycle A, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.	This unit will build on knowledge of EYFS, in particular 'Ticket to Ride' and exploring food that is produced in our country and abroad. Children will build on their knowledge developed about continents in the Autumn term by focusing on particular areas of the world. This unit will allow the children to develop further their knowledge of the local environment and make comparisons beyond. For those children who have completed Cycle A, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.	The children will use their knowledge about Middleham from previous topics to compare with Saltburn, a seaside town. They will also continue to deepen their knowledge about the environment and conservation. For those children who have completed Cycle A, it will give them the opportunity to revisit previously taught knowledge and skills and deepen them further.
	High Quality texts	 <a href="http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Contine">http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Contine</a>		
	Enrichment Opportunities	Build on the children's experiences from holidays they have been to around the world, gather photos and information about places they have visited for a class display with a world map as a focal point).	Visit a local farm and identify the key human and physical features (including the surrounding area) that makes the farm a success. Find out about local products produced in our area – where do they journey to (factory, shop?).	Link up with a school in Saltburn – write letters, visit the school Trip to Saltburn beach to look at the features. Plastic recycling – find out what happens to our recycled waste.
	Cross Curricular links	English – write survival guides for different continents (focus on clothing).	English – Shop local posters/adverts	English – Duffy's Lucky Escape – plastic pollution in our oceans English – write letters to children who live in Saltburn Science – living things and their habitats
	School vision and values	Love for our World – Conservation, is how we travel impacting our world. Walk campaign.	Love for our local community – shop local campaign Love for our World – Reduce our carbon footprint, helping the environment.	Love for our world – Plastic pollution, what can we do to help?
	British Values	1st Half – Introduction to British Values 2nd Half - Democracy	1st Half - The rule of law 2nd Half - Individual liberty	1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs
	Knowledge (National Curriculum links)	- Is the World round? Name and locate the world's seven continents and five oceans (use maps and aerial photos) - What is the same and what is different about the World's continents? Know about the physical and human features of the world's seven continents (focus on animals, land and buildings – see resource link above and on Teams). - How can I travel across the world? To know how a journey is made around the world.	- Welcome to the UK! Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - Village, town and city – what is the same and what is different? Know and compare a village (Spennithorne), town (Middleham) and city (London). Know about the human and physical features and use geographical vocabulary to compare.	- Middleham and Saltburn, what is the same and what is different? Know about the physical features of the seaside, use geographical vocabulary to describe (beach, cliff, coast, sea, ocean). Middleham and Saltburn, what is the same and what is different? Know about the human features of the seaside, use geographical vocabulary to describe: harbour, shops, town.

	- What clothes do I need to pack for my journey across the world? Know about hot and cold climates of the World and what clothes you would need to wear for different continents.	- Are there farms in cities or do they rely on our local farms? Know about farming in the local community and compare with a city farm (e.g. Rooftop farming in London). - What local products are made in our area? Know about locally produced products and the journey that they take.	- Is plastic pollution a problem in Saltburn and seas and oceans in the world? Know about significant places and how they are under threat and why (plastic pollution and the coral reef). - What is the impact of plastic pollution? Know about the impact of plastic pollution on living things.
Skills	- to use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. - use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features.	- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - use a map of the UK to map out the journey of local produced products and their destinations.	- 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 in Saltburn - use simple fieldwork and observational skills to study the geography of the key human and physical features of Saltburn.
General Geographical vocabulary	Continents, Africa, Antarctica, Asia, Australia, Europe, North America and South America, Oceans, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. Atlas, map, globe, key United Kingdom, UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast. Britain		
Vocabulary	Travel, boat, aeroplane, land, air, tourist, temperature, hot, cold	Farming, agriculture, locally produced products, factories, carbon footprint, environment	Conservation, plastic pollution, tourism, funicular railway, pier




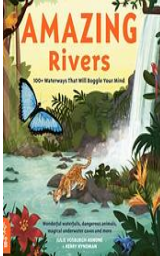



The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools  
Curriculum Progression Lower Key Stage 2

YEAR 3 & 4 CYCLE A		Autumn Term Where does the water from my tap come from?	Spring Term What is the lie of the land?	Summer Term
	Topic Overview	This unit 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.	This unit on land use provides children with the chance to take a careful look at the places around them (Spennithorne, Middleham), and begin to look for patterns in land use. They will become cartographers, making maps of the local area (Middleham), and agricultural surveyors by considering where different types of farming activities occur within the UK. They will make comparisons between rural and urban areas.	<i>This term the Year 3/4 children will be focusing on an in-depth history unit (see history curriculum mpa). Links will be made to Geography by giving the children the opportunity to use map skills to locate Anglo-Saxon settlements and kingdoms – the children will use skills from last term (Land Use). They will learn about the impact of climate and how this impacted where the Anglo Saxons settled: (<a href="https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history">https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history</a>) The children will look at farming during Anglo Saxons times and compare and contrast with farming today.</i>
	Making connections	This unit will give the children the opportunity to build on their knowledge from EYFS and KS1 about the weather, in particular the units ‘What is so wonderful about the World I live in?’ and ‘What is the weather like around the World?’ The children will focus on rivers in the local area.	This unit will give the children the opportunity to build on their knowledge of the local area from EYFS & KS1 and will further develop their mapping skills, including creating a more accurate sketch map of the local area.	
	High Quality texts		 <a href="https://digimapforschools.edina.ac.uk/">https://digimapforschools.edina.ac.uk/</a>	
	Enrichment Opportunities	<a href="https://www.yorkshirewater.com/education/teachers/">https://www.yorkshirewater.com/education/teachers/</a> Field study – Rivers – look at flooding damage in the area (Reeth) and what flooding defences there are. Yorkshire Water – invite a visitor to talk to the children about how water is treated etc and gets to our taps. <a href="https://www.yorkshirewater.com/education/">https://www.yorkshirewater.com/education/</a>	Use the Census 2021 and previous years to look at changes over time – are their links between the change of land use and population (e.g. what shops are there in Middleham, how has this changed over time and why?). Invite a local farmer to talk to the children about how farming has changed over the years. Invite the town council to explain how decision are made in Middleham. Invite a surveyor to talk about their job role.	<i>The children will attend the Let’s Learn Moor at Grinton Moor The objectives are for the children to learn more about the unique heather moorland environment, its nature and those who look after it. The theme for 2022 is ‘Protection’ and we will be emphasising how the landscape is protected, how the wildlife is protected and how our emergency services protect those who live and visit the uplands.</i>
	Cross Curricular links	History – During flooding aspect make links to the River Nile. <a href="https://yppte.org.uk/factsheets/rivers/rivers-and-the-water-cycle">https://yppte.org.uk/factsheets/rivers/rivers-and-the-water-cycle</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg</a> Science – States of matter (Summer Term Cycle A)	Maths – measuring equipment, data from census Local history – look at the changes in the area over time, this could include the new houses opposite Spennithorne, the closure of local churches in both Middleham and Spennithorne.	
	School vision and values	Love for our World – conservation of water, support charity work e.g. Water Aid	Love for our local community – litter pick, celebrate and thank local community heroes	
	British Values	1st Half – Introduction to British Values 2nd Half - Democracy	1st Half - The rule of law 2nd Half - Individual liberty	1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs
Knowledge (National Curriculum links)	- What are key aspects of the water cycle? Changing state: Know and understand about the key aspects of the water cycle in the context of learning about the changing states of matter. Know the three states of matter: Solid, Liquid, Gas	- Maps! What features can I spot? Sketch maps: Know and identify key aspects of human geography within the local area, including land use.		

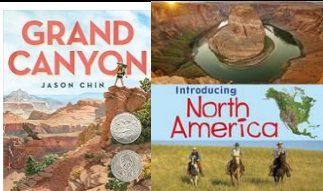


	<p>- Where do clouds come from and why are they not all the same? Clouds and Rain: Know about key aspects of the water cycle in the context of learning about how clouds and rain. Know and explain how clouds are formed and how precipitation happens.</p> <p>- How is drinking water made safe for consumption? Water Treatment Process: Know and understand about key aspects of the water cycle in the context of learning about the water treatment process. Know and explain how and why drinking water is cleaned.</p> <p>- Is all flooding a disaster? Floods: Know and understand key aspects of the water cycle in the context of learning about flooding. Know about the causes and effects (positive and negative) of flooding.</p> <p>- What is water pollution and is it a problem? Water Pollution: Know and understand about key aspects of the water cycle in the context of learning about water pollution. Know about the causes and effects of water pollution.</p>	<p>- What is the key to a map? Using a key: Know how to use a key on a map.</p> <p>- What is a surveyor and what skills do they need to survey the land? Surveying the land: Know about the human features in the local area through fieldwork study.</p> <p>- Urban and rural land use – what is the same and what is different? Know and describe the land use in the context of thinking about urban and rural areas.</p> <p>- How is land used for agriculture? Agricultural land use: Know and describe land use in the context of thinking about agriculture.</p>	
Skills	<p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- Use fieldwork to identify key characteristics of River Swale. Identify how fast the River Swale flows at different points – why does it vary?</p>	<p>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map.</p> <p>- Use trundle wheels and long tape measures, compass and cameras to record measurements for creating a sketch map</p> <p>- Create a simple sketch map to show how land is used</p> <p>- 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>	
Vocabulary	<p><i>Travel, boat, aeroplane, land, air, tourist, temperature, hot, cold, Equator, forecast, flood, rain, snow, ice, sun, wind, gale, hurricane, cloudy, climate, damage, heatwave, temperature.</i></p> <p>Conservation, population, precipitation, floodplain, irrigation, bank, erosion, deposition, clouds (including different cloud types).</p>	<p>Cartography, key, symbols, landmarks, agriculture, environment, community.</p>	

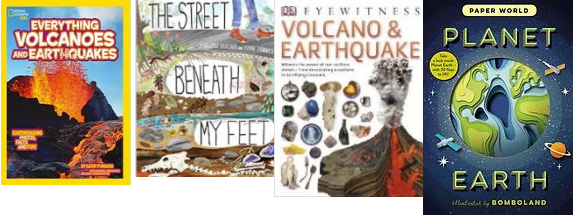
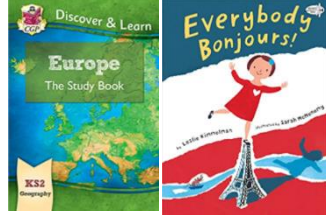
YEAR 3 & 4 CYCLE B		Autumn Term Why are children asleep across the world whilst I'm at school working?	Spring Term Which river in the world rages the most and which mountain is most magnificent?	Summer Term Does it always rain in a Rainforest?
	Topic Overview	This unit allows children to take a closer 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 important lines that delineate specific areas of the Earth – the Equator, the hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.	In this unit, children will learn about the major mountains of the UK, how mountains have been formed and how different features of mountain ranges have been shaped over time. They will consider the weather in a mountainous environment and evaluate the impact that tourism has on a mountainous region. They will find out why rivers are important to towns and villages and the natural and human ways that change rivers over time. They will learn the names and locations of the major rivers of the UK	In this unit the children will look at the geography of the UK and will focus on the physical features of hills, mountains, rivers and seas (this will also be an opportunity to revisit local knowledge previously taught). The unit will then progress to look at physical features of the World with a particular focus on Rainforests. The children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats
	Making connections	Children will be given the opportunity to further develop their map skills and knowledge of the world from EYFS and KS1. They will make comparisons with their own life and children across the world.	The children will develop their knowledge further about tourism. They will develop place and location knowledge developed in KS1, including the names of rivers. For children who have studied the topic, 'Where does the water from my tap come from?' they will be able to deepen their knowledge further by looking at the wider world.	Children will make connections with the Autumn Term Unit 'All Around the World'. They will be given the opportunity to deepen their knowledge of the local region (including revisiting local river, place names etc). The children will develop further their mapping skills in particular to use compass directions building on knowledge from KS1. They will start the unit by revisiting their knowledge about climate in the UK so that they can compare it with the Rainforest climate.
	High Quality texts		  	 <a href="https://www.rainforestfoundationuk.org/media.ashx/rainforest-action-pack-in-house-print.pdf">https://www.rainforestfoundationuk.org/media.ashx/rainforest-action-pack-in-house-print.pdf</a>
	Enrichment Opportunities	Life Centre Newcastle: <a href="https://www.life.org.uk/schools/workshops/key-stage-2/antartica">https://www.life.org.uk/schools/workshops/key-stage-2/antartica</a>	Invite Mountain Rescue into school to talk to the children about their work.	Visit to Hamsterly Forest <a href="https://school-learningzone.co.uk/key_stage_two/ks2_geography/rainforests/rainforests.html">https://school-learningzone.co.uk/key_stage_two/ks2_geography/rainforests/rainforests.html</a>
	Cross Curricular links	Maths – time English – Whole Class reading – look at how the new year is celebrated in different countries and place on a timeline	Maths – length English – poetry about rivers Science – living things and their habitats.	Science – states of matter, plants, living things and their habitats
	School vision and values	Love for our World – find out about the work of charities who provide humanitarian aid after a natural disaster. Climate Change – the impact of our lives on the world.	Love for our local heroes – organise a fundraiser event for mountain rescue.	Love for our World – find out about the work of charities who provide humanitarian aid after a natural disaster. Climate Change – the impact of our lives on the world.
	British Values	1st Half – Introduction to British Values 2nd Half - Democracy	1st Half - The rule of law 2nd Half - Individual liberty	1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs
	Knowledge (National Curriculum links)	- What is the significance of a countries position in the world? Know about and identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere in the context of researching countries in different hemispheres. Explain the significance of the Equator and the Northern and Southern Hemispheres. - What are the lines on a map showing? Know about and identify the position and significance of latitude and longitude in the context	- What are mountain ranges in the UK and the World? Know, name and locate key mountain ranges of the world and the UK. - How are mountains formed? Describe and understand key aspects of physical geography. - Does climate impact tourism to mountain ranges? Know how climate impacts tourism. - How many rivers are there in the world? Know, name and locate rivers of the World	- Can I name the Countries and City of the UK? locate countries and cities of the UK - What are the key topographical features of the UK? Identify features, including hills, mountains, coasts and river (know names and locate on maps) - Where in the world are rainforests located? Identify the areas of the world containing rainforests.

	<p>of using co-ordinates to read maps. Identify the lines of latitude and longitude. Use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. Learn how flat maps can distort the size and shape of countries (the Mercator effect)</p> <ul style="list-style-type: none"> <li>- What are the Polar Regions? Identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. Describe the key features of the polar regions.</li> <li>- What are the Tropic Regions? Identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</li> <li>- What is The Prime Meridian? Identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.</li> <li>- Why do some countries celebrate New Year before the UK? Time Zones: Identify the position and significance of time zones (including day and night) by comparing times in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Does the shape of a river effect where people live? Know how rivers shape the landscape and effects human geography.</li> <li>- What is the journey of a river from source to mouth? Know the journey of a local river from source to mouth – The Ure, The Cover</li> <li>- Which river is the longest in the world? Know about rivers in the world (including the Nile)</li> <li>- What is the water cycle? Know about and describe the water cycle</li> <li>- Natural resources – how are they distributed? Know about the distribution of natural resources – focus on water</li> </ul>	<ul style="list-style-type: none"> <li>- What is the climate in a rainforest? Identify the position and significance of latitude and 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle in the context of the layers of a tropical climate.</li> <li>- What are the layers of the rainforest? Know about the layers of the rainforest and describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle.</li> <li>- Is their life in the Rainforest? Know about the inhabitants of the rainforest.</li> <li>- What is the same and what is different about a forest in the UK and a Rainforest? The Amazon: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region South America by comparing the Amazon Rainforest and Hamsterly Forest.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied about mountains and rivers</li> <li>- Use fieldwork to identify key characteristics of River Ure. Identify how fast the River Ure flows at different points – why does it vary?</li> </ul>	<ul style="list-style-type: none"> <li>- 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 UK and the wider world in the context of describing the position of UK cities.</li> <li>- Locate the world’s continents, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of rainforests.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests</li> </ul>
Vocabulary	<p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones.</p>	<p>Source, waterfall, meander, mouth, delta, dams, channel, confluence, estuary, gorge, canal, basin, floodplain, irrigation, bank, weir, bridge, pumping station, tributary, erosion, deposition.</p>	<p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones. rainforest, rainfall, tropical, temperate, monsoon trough, climate, species, plants, insects, microorganisms, undiscovered, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, jungle, fungi, forest floor, understory layer, canopy layer, emergent layer, decay, soil, timber, logging, deforestation, plantations, ecosystem, uncontacted tribes</p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools  
Curriculum Progression Upper Key Stage 2

		Autumn Term	Spring Term	Summer Term
		What is Amazing about the Americas?	Is climate change impacting trade and the economy around the world?	Can I navigate my way around the local area using an Ordnance and Survey map?
YEAR 5 & 6 CYCLE A	Topic Overview	In this unit, pupils will learn about North America, this will build on their knowledge from LKS2 about South America. They will be given the opportunity to look at the physical and human features, making connections, identifying similarities and differences with the UK.	In this unit, pupils will learn about how goods and services 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. The pupils will also learn about fair trade and why it is important in the global market. They will look at the impact of the global climate crisis and how this is impacting trade links.	This unit allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital map, and compare their features. They will learn to use the eight-digit compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.
	Making connections	This unit will build on the local geographical knowledge that the children have developed during KS1 and LKS2 in particular their knowledge about the weather around the world, travel, tourist attractions. The children will be given the opportunity to use their developing knowledge to compare similarities and differences of places studied.	The children will be given the opportunity to build on their knowledge about climate and the impact that this has on trade. Developing further map skills.	This unit the children will focus on maps of the Yorkshire Dales and this will give them an opportunity to explore deeply their knowledge of the local area. The unit will conclude with them creating their own orienteering routes.
	High Quality texts	 <p>TTS: North America Book: <a href="https://www.tts-group.co.uk/north-america-book-pack-10pk/1016119.html">https://www.tts-group.co.uk/north-america-book-pack-10pk/1016119.html</a>; Product Code: GE10041</p>	<p><a href="https://www.rgs.org/schools/teaching-resources/global-trade/">https://www.rgs.org/schools/teaching-resources/global-trade/</a>  <a href="https://schools.fairtrade.org.uk/teaching-resources/climate-fairtrade-and-you-education-pack-for-primary-schools/">https://schools.fairtrade.org.uk/teaching-resources/climate-fairtrade-and-you-education-pack-for-primary-schools/</a></p>	<p>Maps including: globes, atlases, local street maps (from travel agents), OS maps.</p> <p><a href="https://digimapforschools.edina.ac.uk/">https://digimapforschools.edina.ac.uk/</a></p>
	Enrichment Opportunities	Invite a travel agent to talk to their pupils about their work.	<p>Visit to the local village shop in Middleham – is it possible to make a family meal? How do prices compare with the nearest supermarket?</p> <p>Fair Trade/Christian Aid – The Paper Bag game  <a href="https://www.christianaid.org.uk/get-involved/schools/paper-bag-game">https://www.christianaid.org.uk/get-involved/schools/paper-bag-game</a></p> <p>Fairtrade fortnight – children to plan and lead a collective worship about Fairtrade for children and parents.</p>	<p>Yorkshire Agricultural Day, Harrogate Showground June 2022.</p> <p>Countryside Learning Project: Grinton Moor July 8<sup>th</sup> 2022                      (These enrichment opportunities will build on the pupils knowledge from the Spring Term).</p>
	Cross Curricular links	<p>Maths – scale, distances, measures</p> <p>English – create a tourist information leaflet about attractions in North America; Whole Class Reading – How are America tackling climate change? - look at news articles</p>	<p>Maths – data handling, money to compare prices, DT – make a meal using food from the village shop</p> <p>English – Whole Class Reading articles on petrol prices increase and the impact, Climate Change (First News), debate, write letter to MP in support of local farmers etc</p>	PE – orienteering (led by Forest School lead LO'N)
	School vision and values	Love for our World – Conservation, is how we travel impacting our world. Walk campaign.	Love for our World – Host an event for Fairtrade	Love for our local community – conservation in the local community. Love for the countryside – The Countryside Code.
	British Values	<p>1st Half – Introduction to British Values</p> <p>2nd Half - Democracy</p>	<p>1st Half - The rule of law</p> <p>2nd Half - Individual liberty</p>	<p>1st Half - Mutual respect</p> <p>2nd Half - Tolerance of those of different faiths and beliefs</p>
	Knowledge (National Curriculum links)	<p>- How many countries and cities are there in North America? identify the continent and countries (including some capital cities) in North America</p> <p>- What are climate zones? Know about the climate zones of North America</p>	<p>- Where did my clothes come from? Know how trade is conducted around the globe and why it happens</p> <p>- Is Yorkshire tea only found in Yorkshire? Know about the imports and exports of the UK with the wider world</p>	<p>- Where do I live? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. Name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. Use maps, atlases, globes and digital/computer mapping</p>

	<ul style="list-style-type: none"> <li>- What special natural landmarks are there in North America? Know about famous features of North America including natural features such as Grand Canyon, Niagara Falls and some human features and landmarks, such as the Panama Canal and Hoover Dam</li> <li>- What time is it Mr Wolf?! Know about different time zones around the world, focus on time zones in North America compared with the rest of the world.</li> <li>- How can I visit one of these amazing natural landmarks? Know about how to travel to North America and the time zones, climates that you may embark on during the journey.</li> </ul>	<ul style="list-style-type: none"> <li>- Supply and demand – what does this mean? Know how imports and exports are affected by supply and demand</li> <li>- How is food distributed around the world? describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water with a particular focus on food</li> <li>- What is fair trade and is it really fair? Know about Fair Trade</li> <li>- What impact is climate change having on trade around the world? Know about how climate is having an impact on trade around the world</li> </ul>	<ul style="list-style-type: none"> <li>to locate countries and describe features studied by using the index and co-ordinates.</li> <li>- What are the symbols on an OS map? Use symbols and on an Ordnance Survey map to build knowledge of the UK and look closely at the local community to identifying landmarks shown on an Ordnance Survey map.</li> <li>- What is orienteering and can I have a go please? Use eight points of a compass and grid references to navigate around a local orienteering course.</li> <li>- It's my turn, are you ready for a trip of a lifetime? Use eight points of a compass and grid references to plan a journey around the local area.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- compare similarities and differences between the local area and a specific area in North America (compare both physical and human features)</li> <li>- use maps and atlases to locate some of the countries (and cities) of North America and locate famous landmarks</li> <li>- use scale to compare the size of the UK with the size of North America</li> <li>- Identify how scale is used on maps to represent distances accurately</li> </ul>	<ul style="list-style-type: none"> <li>- Use fieldwork to research and examine resources that have been imported into this country and try to track their trade route from the source</li> <li>- use maps and atlases to locate the source of a range of popular food products from a typical shopping list</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
Vocabulary	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones, North America, Grand Canyon, Niagara Falls and some human features and landmarks, such as the Panama Canal and Hoover Dam	Trade, European Union, climate, impact, source, Fair Trade, natural resources.	Orienteering, orientate, eight point compass, four and six grid reference, horizontal, vertical

		Autumn Term	Spring Term Is Planet Earth erupting?	Summer Term How exciting is it to live in Europe?
		Topic Overview	<i>This term the Year 5 &amp; 6 children will be doing an in-depth study in History. Cross curricular links will be during history when looking at World War Two by using geographical mapping skills, including using OS maps.</i>	In this unit, the children will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn how and why these natural phenomena occur, and the ways in which they affect people and the environment. They will also consider if climate change is having an impact on such events happening more frequently.
Making connections		Children will have looked at natural disasters (e.g. flooding) in KS1 and this unit will build on that knowledge. They will have knowledge about climate, locating the equator on a map and know that different continents have different features. This unit will deepen their knowledge further.	This unit will broaden the children's knowledge about Europe. For those children who have completed the topic 'Is climate change impacting trade and the economy around the world?' they will develop their knowledge further by focusing specifically on trade with Europe.	
High Quality texts				
Enrichment Opportunities		Christian Aid - <a href="https://www.christianaid.org.uk/get-involved/schools/disaster-strikes">https://www.christianaid.org.uk/get-involved/schools/disaster-strikes</a>	Speak with local business people who trade with Europe to talk to the children (E.g. YOLO).	
Cross Curricular links		Science – Rocks and soils English – Whole Class Reading - news articles about the impact of volcanic ash	History of the Euro Tunnel Links will be made through the history topic from Autumn term about World War 2, the children will look at maps of Europe, identifying allies and axis. They will look at the impact of trade through rationing.	
School vision and values		Love for our World – find out about the work of charities who provide humanitarian aid after a natural disaster. Love for our local community – find out about the work of local heroes e.g. Food Bank Climate Change – the impact of our lives on the world.	Love for our World – find out about the work of charities who provide humanitarian aid after a natural disaster. Love for our local community – find out about the work of local heroes e.g. Food Bank Climate Change – the impact of our lives on the world.	
British Values	1st Half – Introduction to British Values 2nd Half - Democracy	1st Half - The rule of law 2nd Half - Individual liberty	1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs	
Knowledge (National Curriculum links)		- What is under our feet? Describe and understand key aspects of physical geography in the context of what is under the Earth's surface. Describe what you find underground. - How on earth are volcanoes formed? Describe and understand key aspects of physical geography in the context of volcanoes. Explain how volcanoes are formed. - What is the impact of volcanoes on the local community and beyond? Describe and understand key aspects of physical geography in the context of volcanoes. Explain how volcanoes affect people's lives. - Why do some countries seem to have more earthquakes than others? Describe and understand key aspects of physical	- How many countries are there in Europe? Know the names of European countries and their capital cities - Greece, France and the UK – what is the same and what is different? Know the similarities and differences between the key physical characteristics of an area of the UK, Greece and France – rivers, hills/mountains - Greece, France and the UK – what is the same and what is different? Know the similarities and differences between the key human characteristics of an area of the UK, France and Greece – identify some significant landmarks from Paris and Athens (including using aerial photos)	



		<p>geography in the context of earthquakes. Explain what causes an earthquake and how they are measured.</p> <p>- What is a tsunamis and what impact does it have? Describe and understand key aspects of physical geography in the context of tsunamis. Explain what causes tsunamis and how they affect people.</p> <p>- Is climate change making tornadoes more frequent? Describe and understand key aspects of physical geography in the context of tornadoes. Explain what causes tornadoes and the effects they have.</p>	<p>- How and what do we trade with Europe? Know about economic activity, including trade links with Europe (including knowing about the European Union, EU).</p> <p>*<a href="https://classroom.thenational.academy/lessons/what-are-some-of-europes-most-important-human-characteristics-chhkat?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/what-are-some-of-europes-most-important-human-characteristics-chhkat?step=2&amp;activity=video</a> – start at 11:54</p> <p>- The Euro Tunnel – What is its history and has it changed the way that we trade? Independent research project</p>
	Skills	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>- use map work to name and locate countries and their capital cities in Europe (including the location of Russia)</p> <p>- use map work to locate the country of Italy and its neighbours concentrating on key physical and human characteristics and major cities.</p> <p>- use four and six-figure grid references, symbols and keys</p>
	Vocabulary	Earthquake, tornado, volcano, tectonic plates, tsunami.	Alps, trade links, Europe, European, European Union (EU), River Seine, River Marista, Mount Olympus.