An Daras Multi Academy Trust





An Daras Multi Academy Trust

Windmill Hill Academy

Curriculum Scheme of Learning – Geography

| Integrated Curriculum Scheme of Learning - 2015 | |
|---|---|
| Scheme of Learning: | Humanities |
| National Curriculum Subjects: | Geography |
| Domain Leader: | J. Young |
| Agreed and Approved: | Sept 2015 |
| Leader In Year Review Dates: | Sept 2016 |
| Related Documents and Guidance: | National Curriculum 14 |
| | Dimensions Skill Ladders 14 |
| | WHA Geography Policy 15 |
| | WHA Geography Curriculum Statement 14/15 |
| | Rising Stars Progression Statement for Geography 14 |
| | WHA Aims for Pupils/Non-Negotiable 15 |
| | ADMAT Aims |

| Windmill Hill Aca | demy |
|------------------------|---|
| Geography Schen | ne of Learning – 2015 |
| Curriculum | |
| Statement | At Windmill Hill Academy, we believe that Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. |
| | Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. |
| | Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Below you will find an overview of what your child will be expected to learn in each of the Key Stages. |
| | In Key Stage 1 - Place knowledge, locational knowledge, seasonal and daily weather patterns, use of maps and aerial photographs, compass directions. |
| | In Key Stage 2 - Place knowledge, geographical field work skills, human and physical geography, locational knowledge. |
| | Progression in Geography will be assessed through work completed in pupils' books, for displays, written work, photographic and media evidence Ability and attitude in Geography is recorded on the child's annual report to parents, and discussed at parent/teacher meetings throughout the year. |

| Year Group Aut 1 | | r Group Aut 1 Aut 2 Spr 1 | | Spr 2 | Sum 1 | Sum 2 | |
|----------------------|-------------------------------|---------------------------|--|-------------------------------|-------|-------------------------------|--|
| KS1 - Year A | 'Shiver Me Timbers' | | | 'Walking through the | | 'Oh I do like to be by | |
| | | | | Jungle' | | the Seaside!' | |
| | Locational Knowledge | | | | | | |
| | Focus: Four counties in the | | | Human and Physical | | Geographical Skills and | |
| | UK and recall of facts | | | geography | | Fieldwork | |
| | | | | Focus: Seasonal and daily | | Focus: Using Maps | |
| | Geographical Skill: | | | weather patterns in the UK | | Tocus. Osing Waps | |
| | <u>Communication</u> | | | and the world | | Geographical skill: | |
| | | | | | | Interpreting a range of | |
| | | | | Place knowledge | | <u>sources</u> | |
| | | | | Focus: Contrast with | | | |
| | | | | another county- Jungles | | | |
| | | | | | | | |
| | | | | Geographical Skill: | | | |
| | | | | Collecting Data | | | |
| A. Nat Curriculum 14 | PP184-185 | | | PP184-185 | | PP184-185 | |
| B. Academy Aims Link | ADMAT: Ensuring children | | | ADMAT: Ensuring children | | ADMAT: Ensuring children | |
| | are equipped for the next | | | are equipped for the next | | are equipped for the next | |
| | phase of learning. Creating | | | phase of learning. Creating | | phase of learning. Creating | |
| | an enjoyable and creative | | | an enjoyable and creative | | an enjoyable and creative | |
| | curriculum that meets the | | | curriculum that meets the | | curriculum that meets the | |
| | learning needs of children. | | | learning needs of children. | | learning needs of children. | |
| | Providing for children a | | | Providing for children a | | Providing for children a | |
| | safe, stimulating, caring but | | | safe, stimulating, caring but | | safe, stimulating, caring but | |
| | challenging learning | | | challenging learning | | challenging learning | |
| | environment. | | | environment. | | environment. | |
| | WHA: Challenge, | | | WHA: Challenge, | | WHA: Challenge, | |
| | citizenship, community and | | | citizenship, community and | | citizenship, community and | |
| | creativity. | | | creativity. | | creativity. | |
| C. Scheme Reference | National Curriculum | | | National Curriculum | | National Curriculum | |
| | Links to Windmill Hill | | | • Links to Windmill Hill | | • Links to Windmill Hill | |
| | Academy Project | | | Academy Project | | Academy Project | |
| | Planning | | | Planning | | Planning | |

| D. Key Knowledge | I can name and locate and | I can identify seasonal and | I can name and locate the |
|------------------------|--------------------------------|------------------------------|-----------------------------|
| | identify characteristics of | daily weather patterns in | world's seven continents |
| | the four countries and | the UK and the location of | and five oceans |
| | capital cities of the UK and | hot and cold areas of the | I can use world maps, atlas |
| | its surrounding seas | world in relation to the | and globes to identify UK |
| | I understand geographical | Equator and the North and | and its countries as well |
| | similarities and differences | South pole | the countries, continents |
| | through studying the | I can use basic geographical | and oceans studied at this |
| | human and physical | vocabulary to refer to key | KS |
| | geography of a small area | physical features and key | I can use simple compass |
| | of the UK | human features | directions and locational |
| | I use basic geographical | I can understand | and directional language to |
| | vocab to refer to: | geographical similarities | describe location of |
| | | | |
| | physical features including: | and differences through | features and routes on a |
| | beach/ cliff/ coast/ forest/ | studying the human and | map |
| | hill/ mountain/ sea/ ocean/ | physical geography of a | I can use aerial |
| | river/ soil/ valley/ | small area of the United | photographs and plan |
| | vegetation and seasonal | Kingdom, and of a small | perspectives to recognise |
| | weather | area in a contrasting non- | landmarks and basic |
| | and human features | European Country | human and physical |
| | including city/ town/ | I can use world map, atlas | features; devise a simple |
| | village/ factory/ farm/ | and globes to identify the | map; and use and contrast |
| | house/ office/ port/ | UK and its countries as well | basic symbols in a key |
| | harbour/ shop | the countries studied at | I can use simple fieldwork |
| | I can use maps, atlas and | this KS | and observational skills to |
| | globes to identify the UK | I can use simple compass | study the geography of the |
| | and its countries | directions and locational | local area |
| | I can use simple compass | and directional language to | |
| | directions and locational | describe the location of | |
| | and directional language | features and routes on a | |
| | (near and far, left and right) | map | |
| | to describe the location of | | |
| | features and routes on a | | |
| | map | | |
| E. Key Skills and | I can talk and describe | I can talk about the seasons | I can use aerial photos to |
| Jnderstanding - Year 1 | people and places where I | and the changes that take | recognise landmarks and |
| | live | place in the seasons in the | basic human and physical |
| | I can talk about similarities | UK | features |
| | and differences between | I can use simple | I can use left, right, |
| | places | geographical words to | forwards and back to |
| | I can talk about different | describe physical features | describe the location of |
| | ways to travel | I can use simple | features and routes on a |
| | I can name and locate the | geographical words to | map |
| | four countries and capital | describe human features | I can use world maps, atlas |
| | cities and the surrounding | | and globes to identify the |
| | seas | | UK and its countries |
| | 3003 | | OK and its countries |

| F. Key Skills and Understanding - Year 2 | I can talk about and describe features of a known locality I can recall key features of the local area I can talk and describe a contrasting locality I can name and locate the world's seven continents and five oceans | | I can identify and locate hot and cold areas of the world in relation to the equator and the north and south poles I can talk and describe the function of features and landmarks within a locality I can identify and describe patterns and changes within the local environment | I can identify geographical features on a large scale map I can create simple map of a familiar location using symbols and a simple key I can use simple compass directions to describe the location of features and routes on a map I can use world maps, atlas and globes to identify world countries, continents and oceans |
|---|---|--|--|---|
| G. Cross Curricular Links (Core non-negotiable standards) | Computing/History - using project work as inspiration | | Computing/History - using project work as inspiration | Computing/History - using project work as inspiration |
| H. Assessment Pathway | Formative assessment against key skills and understanding End of unit 'product' | | Formative assessment against key skills and understanding End of unit 'product' | Formative assessment against key skills and understanding End of unit 'product' |

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|-------------------------------|-------|-------|-------|-------------------------------|-------------------------------|
| KS1 - Year B | 'All Aboard!' | | | | 'Walking in Windmill | 'Knights and Dragons' |
| KSI - Teal D | All Aboard: | | | | Woods' | Kingints and Dragons |
| | Geographical Skills and | | | | woods | Human and Physical |
| | Fieldwork | | | | Geographical Skills and | Geography |
| | | | | | Fieldwork | |
| | Focus: Using simple | | | | The dwork | Focus: Using basic |
| | compass directions and | | | | Focus: Plans of Local Area | geographical vocabulary |
| | locational and directional | | | | | |
| | language | | | | Geographical Skill: Interpret | Geographical Skills and |
| | | | | | a Range of Sources | Fieldwork |
| | Geographical Skill: | | | | | |
| | <u>Communication</u> | | | | | Focus: Geography of the |
| | | | | | | school |
| | | | | | | |
| | | | | | | Geographical Skill: |
| | | | | | | <u>Collecting Data</u> |
| A. Nat Curriculum 14 | PP184-185 | | | | PP184-185 | PP184-185 |
| B. Academy Aims Link | ADMAT: Ensuring children | | | | ADMAT: Ensuring children | ADMAT: Ensuring children |
| - | are equipped for the next | | | | are equipped for the next | are equipped for the next |
| | phase of learning. Creating | | | | phase of learning. Creating | phase of learning. Creating |
| | an enjoyable and creative | | | | an enjoyable and creative | an enjoyable and creative |
| | curriculum that meets the | | | | curriculum that meets the | curriculum that meets the |
| | learning needs of children. | | | | learning needs of children. | learning needs of children. |
| | Providing for children a | | | | Providing for children a | Providing for children a |
| | safe, stimulating, caring but | | | | safe, stimulating, caring but | safe, stimulating, caring but |
| | challenging learning | | | | challenging learning | challenging learning |
| | environment. | | | | environment. | environment. |
| | WHA: Challenge, | | | | WHA: Challenge, | WHA: Challenge, |
| | citizenship, community and | | | | citizenship, community and | citizenship, community and |
| | creativity. | | | | creativity. | creativity. |
| C. Scheme Reference | National Curriculum | | | | National Curriculum | National Curriculum |
| | Links to Windmill Hill | | | | Links to Windmill Hill | Links to Windmill Hill |
| | Academy Project | | | | Academy Project | Academy Project |
| | Planning | | | | Planning | Planning |
| D. Key Knowledge | I can name, locate and | | | | I can understand | I can understand |
| | identify characteristics if | | | | geographical similarities | geographical similarities |
| | the four countries and | | | | and differences through | and differences through |
| | capital cities of the UK and | | | | studying human and | studying human and |
| | its surrounding seas | | | | physical features of a small | physical features of a small |
| | I can use basic geophysical | | | | area of the UK | area of the UK |
| | vocabulary e.g. physical | | | | I can use simple compass | I can use simple compass |
| | features and human | | | | directions and locational | directions and locational |
| | features | | | | directional language to | directional language to |

| | | | | |
|------------------------|------------------------------|------|-------------------------------|-------------------------------|
| | I can use world maps, atlas | | describe the location of | describe the location of |
| | and globes to identify the | | features and routes on a | features and routes on a |
| | UK and its countries as well | | map | map |
| | as the countries, continents | | I can devise a simple map | I can devise a simple map |
| | and ocean studies at this | | and use a contrast basic | and use a contrast basic |
| | key stage | | symbols and a key | symbols and a key |
| | I can use simple compass | | I can use simple field world | I can use simple field work |
| | directions and locational | | and observational skills to | and observational skills to |
| | and direction language and | | study the geography of the | study the geography of the |
| | to describe location of | | school and the key human | school and the key human |
| | features and routes on map | | and physical features of its | and physical features of its |
| | I can use aerial | | surrounding environment | surrounding environment |
| | photographs and plan | | | |
| | perspectives to recognise | | | |
| | landmarks and basic | | | |
| | human and physical | | | |
| | features, devise a simple | | | |
| | map and use and construct | | | |
| | | | | |
| | basic symbols in a key | | | |
| E. Key Skills and | I can use aerial photos to | | I can identify features of | I can identify features of |
| Understanding - Year 1 | recognise landmarks and | | my environment | my environment |
| | basic human and physical | | I can use photos and | I can use photos and |
| | features | | pictures to locate places in | pictures to locate places in |
| | I can use left, right, | | my environment | my environment |
| | forwards and back to | | I can talk about my | I can talk about my |
| | describe the location of | | environment | environment |
| | features and routes on a | | I can talk about a describe | I can talk about a describe |
| | map | | places where I live | places where I live |
| | I can use world maps, atlas | | I can talk about similarities | I can talk about similarities |
| | and globes to identify the | | and differences between | and differences between |
| | UK and its countries | | places | places |
| F. Key Skills and | I can identify geographical | | I can sort and groups | I can sort and groups |
| Understanding - Year 2 | features on a large scale | | physical and humans | physical and humans |
| | map | | features in the local | features in the local |
| | I can create simple map of | | environment | environment |
| | a familiar location using | | I can use photos and simple | I can use photos and simple |
| | symbols and a simple key | | street plans to find places | street plans to find places |
| | I can use simple compass | | in the local environment | in the local environment |
| | directions to describe the | | I can talk features of the | I can talk features of the |
| | location of features and | | local; environment that In | local; environment that In |
| | routes on a map | | like and dislike | like and dislike |
| | I can use world maps, atlas | | I can talk and describe | I can talk and describe |
| | and globes to identify | | features of a known locality | features of a known locality |
| | world countries, continents | | I can recall key features of | I can recall key features of |
| | | | the local area | the local area |
| | and oceans | | | |

| G. Cross Curricular Links (Core non-negotiable standards) | Computing/History - using project work as inspiration Maths: positional work | | Computing/History - using project work as inspiration | Computing/History - using project work as inspiration SMSC - working together (demonstrating R time rules) |
|---|---|--|---|--|
| H. Assessment Pathway | Formative assessment against key skills and understanding | | Formative assessment against key skills and understanding | Formative assessment against key skills and understanding |
| | End of unit 'product' | | End of unit 'product' | End of unit 'product' |

| Year Group | Aut 1 Aut 2 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|------------------------------------|-------------|---|---|---|-------|---|
| 3 – Unit Title | | 'Where our Lunch Comes From' | 'Multi-Cultural Me' | 'Multi-Cultural Me' | | 'Local Study' |
| | | <u>Geographical Skill:</u> Interpret a Range of Sources | Geographical Skill: Communication | Geographical Skill: Communication | | <u>Geographical Skill:</u> Collecting Data |
| A. Nat Curriculum 14 | | PP186-187 | PP186-187 | PP186-187 | | PP186-187 |
| B. Academy Aims Link | | ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity. | ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity. | ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity. | | ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity. |
| C, Scheme Reference | | National Curriculum Links to Class Topics each term | | National Curriculum Links to Class Topics each term | | National Curriculum Links to Class Topics each term |
| D. Key Knowledge | | I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. | I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. | I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. | | I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. |
| E. Key Skills and Understanding | | I understand and can discuss where my food and | I understand and can discuss how my life is | I understand and can discuss how my life is | | I understand and can discuss how my local area |

| drink comes from, both | linked to other cultures and | linked to other cultures and | fits within the geography |
|-------------------------------|-------------------------------|-------------------------------|----------------------------|
| locally and world-wide. | parts of the world. | parts of the world. | the United Kingdom and |
| I am continuing to extend | I am continuing to extend | I am continuing to extend | world-wide. |
| and develop my knowledge | and develop my knowledge | and develop my knowledge | I understand and can |
| and understanding of food | and understanding of | and understanding of | discuss how my local area |
| and drink beyond my local | different cultures beyond | different cultures beyond | impacts on my life. |
| area to include the United | my local area to include the | my local area to include the | I am continuing to extend |
| Kingdom and the rest of | United Kingdom and the | United Kingdom and the | and develop my knowled |
| the world. | rest of the world. | rest of the world. | and understanding of my |
| I understand and can | I understand and can | I understand and can | local area. |
| describe the location and | describe the location and | describe the location and | I understand and can |
| characteristics of a range of | characteristics of a range of | characteristics of a range of | describe the location and |
| the world's most significant | the world's most | the world's most | characteristics of a range |
| human and physical | significant human and | significant human and | the world's most significa |
| features, for example, | physical features. | physical features. | human and physical |
| trade links and the | I am developing my use of | I am developing my use of | features, for example, la |
| distribution of natural | geographical knowledge, | geographical knowledge, | use and the distribution |
| resources. | understanding and skills to | understanding and skills to | natural resources. |
| I am developing my use of | enhance my locational and | enhance my locational and | I am developing my use o |
| geographical knowledge, | place knowledge. | place knowledge. | geographical knowledge, |
| understanding and skills to | I can locate the world's | I can locate the world's | understanding and skills |
| enhance my locational and | countries, their major cities | countries, their major cities | enhance my locational ar |
| place knowledge. | as well as describing their | as well as describing their | place knowledge. |
| I can locate the world's | environmental regions. | environmental regions. | I can locate the world's |
| countries, their major cities | I can develop my | I can develop my | countries, their major cit |
| as well as describing their | knowledge of geographical | knowledge of geographical | as well as describing thei |
| environmental regions. | vocabulary relating to | vocabulary relating to | environmental regions. |
| I can develop my | different cultures and use | different cultures and use | I understand how aspect |
| knowledge of geographical | these terms correctly. | these terms correctly. | such as key topographica |
| vocabulary relating to | I can identify and discuss | I can identify and discuss | features and land-use |
| different food and drink | geographical similarities | geographical similarities | patterns have changed |
| and use these terms | and differences through | and differences through | over time in my local are |
| correctly. | the study of a particular | the study of a particular | I can develop my |
| I can identify and discuss | region. | region. | knowledge of geographic |
| geographical similarities | I can use maps, atlases, | I can use maps, atlases, | vocabulary relating to my |
| and differences through | globes and computer | globes and computer | local area and use these |
| the study of a particular | mapping to locate | mapping to locate | terms correctly. |
| region. | countries and describe the | countries and describe the | I can identify and discuss |
| I can use maps, atlases, | features studied. | features studied. | geographical similarities |
| globes and computer | | | and differences through |
| mapping to locate | | | the study of a particular |
| countries and describe the | | | region. |
| features studied. | | | I can use maps, atlases, |
| | | | globes and computer |
| | | | mapping to locate |
| | | | countries and describe th |

| | | | | features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods. |
|---|--|---|--|---|
| F. Cross Curricular Links (Core non-negotiable standards) | Computing - use appropriate software to present geographical information to an audience; use the internet and web-based tools as a source of information; communicate information about an issue in a variety of ways, including digital presentations. Maths – analyse information and use evidence in a data base to answer questions and draw conclusions. DT – healthy lunchbox English - non-fiction texts as a source of information; explore geographical issues through the use of drama. SMSC - identify and explain different views of people including themselves | English – stories from other cultures SMSC – what makes us who we are? What makes our community? What is it like to belong?; identify and explain different views of people including themselves DT – food from various cultures. Commuting - use the internet and web-based tools as a source of information | English – British poetry Art – from different cultures, wish you were here Holiday posters RE – Hinduism as part of our community English - non-fiction texts as a source of information; explore geographical issues through the use of drama SPRING1 AND 2 CROSS | Computing – data collecting: use digital devices to record geographical features; use appropriate software to present geographical information to an audience Maths – surveys, co- ordinates, data handling |
| G. Assessment Pathway | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. |

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|-------|-------------------------------|-------|-------------------------------|-------|-------------------------------|
| | | 'Settlements' | | 'Where are We?' | | (Ancient Equat) |
| 4 – Unit Title | | | | where are wer | | 'Ancient Egypt' |
| | | (linked to Anglo Saxon | | E C | | and |
| | | settlers) | | Focus: Comparisons | | 'Rivers' |
| | | | | between the United | | |
| | | Geographical Skill: | | Kingdom, Europe (France) | | Geographical Skill: |
| | | Communication | | and North America | | Collecting Data |
| | | | | (Canada). | | |
| | | | | Geographical Skill: Interpret | | |
| | | | | a Range of Sources | | |
| A. Nat Curriculum 14 | | PP186-187 | | PP186-187 | | PP186-187 |
| B. Academy Aims Link | | ADMAT: Ensuring children | | ADMAT: Ensuring children | | ADMAT: Ensuring children |
| | | are equipped for the next | | are equipped for the next | | are equipped for the next |
| | | phase of learning. Creating | | phase of learning. Creating | | phase of learning. Creating |
| | | an enjoyable and creative | | an enjoyable and creative | | an enjoyable and creative |
| | | curriculum that meets the | | curriculum that meets the | | curriculum that meets the |
| | | learning needs of children. | | learning needs of children. | | learning needs of children. |
| | | Providing for children a | | Providing for children a | | Providing for children a |
| | | safe, stimulating, caring but | | safe, stimulating, caring but | | safe, stimulating, caring but |
| | | challenging learning | | challenging learning | | challenging learning |
| | | environment. | | environment. | | environment. |
| | | WHA: Challenge, | | WHA: Challenge, | | WHA: Challenge, |
| | | citizenship, community and | | citizenship, community and | | citizenship, community and |
| | | creativity. | | creativity. | | creativity. |
| C. Scheme Reference | | National Curriculum | | National Curriculum | | National Curriculum |
| | | Links to Class Topics | | Links to Class Topics | | Links to Class Topics |
| | | each term | | each term | | each term |
| D. Key Knowledge | | I am continuing to extend | | I am continuing to extend | | I am continuing to extend |
| | | and develop my knowledge | | and develop my knowledge | | and develop my knowledge |
| | | and understanding beyond | | and understanding beyond | | and understanding beyond |
| | | the local area to include | | the local area to include | | the local area to include |
| | | the United Kingdom and | | the United Kingdom and | | the United Kingdom and |
| | | the rest of the world. | | the rest of the world. | | the rest of the world. |
| | | I understand and can | | I understand and can | | I understand and can |
| | | describe the location and | | describe the location and | | describe the location and |
| | | characteristics of a range of | | characteristics of a range of | | characteristics of a range of |
| | | the world's most significant | | the world's most significant | | the world's most significant |
| | | human and physical | | human and physical | | human and physical |
| | | features. | | features. | | features. |
| | | I am developing my use of | | I am developing my use of | | I am developing my use of |
| | | geographical knowledge, | | geographical knowledge, | | geographical knowledge, |
| | | understanding and skills to | | understanding and skills to | | understanding and skills to |
| | | enhance my locational and | | enhance my locational and | | enhance my locational and |

| | place knowledge. | place knowledge. | place knowledge. |
|-------------------|-------------------------------|-------------------------------|--------------------------------|
| E. Key Skills and | I understand and can | I understand and can | I understand and can |
| Understanding | discuss the settlement of | discuss where I live in | discuss the location of |
| | the Anglo-Saxons and other | relation to other parts of | Egypt in relation to the res |
| | types of settlement. | the United Kingdom and | of the world and the key |
| | I am continuing to extend | the rest of the world. | cities and areas within it, |
| | and develop my knowledge | I am continuing to extend | both past and present. |
| | and understanding of | and develop my knowledge | I understand and can |
| | settlements beyond my | and understanding beyond | discuss the location of and |
| | local area to include the | my local area to include the | parts of a river. |
| | United Kingdom and the | United Kingdom and the | I am continuing to extend |
| | rest of the world. | rest of the world. | and develop my knowledg |
| | I understand and can | I understand and can | and understanding of rive |
| | describe the location and | describe the location and | beyond my local area to |
| | characteristics of a range of | characteristics of a range of | include the United |
| | the world's most significant | the world's most significant | Kingdom and the rest of |
| | human and physical | human and physical | the world. |
| | features, for example, | features, for example, | I understand and can |
| | types of settlement and | climate zones, rivers, | describe the location and |
| | land use. | mountains, types of | characteristics of a range |
| | I am developing my use of | settlement and land use, | the world's most signification |
| | geographical knowledge, | economic activity, trade | human and physical |
| | understanding and skills to | links and the distribution | features, for example, |
| | enhance my locational and | of natural resources. | climate zones, rivers and |
| | place knowledge. | I can describe how | types of land use. |
| | I can develop my | geographical features can | I am developing my use of |
| | knowledge of geographical | affect lifestyle. | geographical knowledge, |
| | vocabulary relating to the | I am developing my use of | understanding and skills t |
| | Anglo-Saxons and | geographical knowledge, | enhance my locational an |
| | settlements and use these | understanding and skills to | place knowledge. |
| | terms correctly. | enhance my locational and | I can develop my |
| | I can identify and discuss | place knowledge. | knowledge of geographica |
| | geographical similarities | I can locate the world's | vocabulary relating to |
| | and differences through | countries, their major cities | Ancient Egypt and Rivers |
| | the study of a particular | as well as describing their | and use these terms |
| | settlement. | environmental regions. | correctly. |
| | I can use maps, atlases, | I can develop my | I can identify and discuss |
| | globes and computer | knowledge of geographical | geographical similarities |
| | mapping to locate | vocabulary relating to my | and differences through |
| | countries and describe the | local area, France and | the study of a particular |
| | features studied. | Canada and use these | region or river. |
| | | terms correctly. | I can use maps, atlases, |
| | | I can identify and discuss | globes and computer |
| | | geographical similarities | mapping to locate |
| | | and differences between | countries and describe th |
| | | my local area, an area in | features studied. |

| G. Assessment Pathway | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. |
|---|--|---|--|
| F. Cross Curricular Links (Core non-negotiable standards) | Computing – research Drama – story telling / weapons and warfare workshops English – Kennings poetry Maths – chronology / timelines Design and Technology – Anglo-Saxon houses /settlements | (Canada) and can make detailed comparisons. I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied. Computing – maps and google earth English – fact file reports on individual countries Maths – comparing and calculating real-life facts and figures on countries information DT – food from other countries French – speaking and listening SMSC – understanding other cultures | figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods. Computing – creating Power point presentations linked to explanation texts English – explanations about river formation / water cycle Maths – ordering and rounding numbers (including river lengths) Art – painting landscapes Science – understanding states of matter and the water cycle History – Rivers topic to be studied alongside the Ancient Egyptian topic |
| | | Europe (France) and an area in North America | I can use the eight points of a compass, four and six- |

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|-------|-------------------------------|-------|-------------------------------|-------|-------------------------------|
| 5 – Unit Title | | 'Conservation and the | | 'China and Here' | | 'Local Area Study and |
| 5 – Unit litie | | | | China and Here | | |
| | | Environment' | | | | Sustainable Tourism' |
| | | | | Focus: Contrasting China | | |
| | | Geographical Skill: Interpret | | and the United Kingdom | | Geographical Skill: |
| | | a Range of Sources | | | | Collecting Data |
| | | | | Geographical Skill: | | |
| | | | | Communication | | |
| A. Nat Curriculum 14 | | PP186-187 | | PP186-187 | | PP186-187 |
| B. Academy Aims Link | | ADMAT: Ensuring children | | ADMAT: Ensuring children | | ADMAT: Ensuring children |
| • | | are equipped for the next | | are equipped for the next | | are equipped for the next |
| | | phase of learning. Creating | | phase of learning. Creating | | phase of learning. Creating |
| | | an enjoyable and creative | | an enjoyable and creative | | an enjoyable and creative |
| | | curriculum that meets the | | curriculum that meets the | | curriculum that meets the |
| | | learning needs of children. | | learning needs of children. | | learning needs of children. |
| | | Providing for children a | | Providing for children a | | Providing for children a |
| | | safe, stimulating, caring but | | safe, stimulating, caring but | | safe, stimulating, caring but |
| | | challenging learning | | challenging learning | | challenging learning |
| | | environment. | | environment. | | environment. |
| | | WHA: Challenge, | | WHA: Challenge, | | WHA: Challenge, |
| | | citizenship, community and | | citizenship, community and | | citizenship, community and |
| | | creativity. | | creativity. | | creativity. |
| C. Scheme Reference | | National Curriculum | | National Curriculum | | National Curriculum |
| | | Links to Class Topics | | Links to Class Topics | | Links to Class Topics |
| | | each term | | each term | | each term |
| D. Key Knowledge | | I am continuing to extend | | I am continuing to extend | | I am continuing to extend |
| | | and develop my knowledge | | and develop my knowledge | | and develop my knowledge |
| | | and understanding beyond | | and understanding beyond | | and understanding beyond |
| | | the local area to include | | the local area to include | | the local area to include |
| | | the United Kingdom and | | the United Kingdom and | | the United Kingdom and |
| | | the rest of the world. | | the rest of the world. | | the rest of the world. |
| | | I understand and can | | I understand and can | | I understand and can |
| | | describe the location and | | describe the location and | | describe the location and |
| | | characteristics of a range of | | characteristics of a range of | | characteristics of a range of |
| | | the world's most significant | | the world's most significant | | the world's most significant |
| | | human and physical | | human and physical | | human and physical |
| | | features. | | features. | | features. |
| | | I am developing my use of | | I am developing my use of | | I am developing my use of |
| | | geographical knowledge, | | geographical knowledge, | | geographical knowledge, |
| | | understanding and skills to | | understanding and skills to | | understanding and skills to |
| | | enhance my locational and | | enhance my locational and | | enhance my locational and |
| | | place knowledge. | | place knowledge. | | place knowledge. |
| E. Key Skills and | | I understand and can | | I understand and can | | I understand and can |

| Understanding | discuss the terms | discuss where I live in | discuss where I live in |
|---------------|-------------------------------|-------------------------------|--------------------------------|
| | 'conservation' and | relation to other parts of | relation to other parts of |
| | 'environment' and how the | the United Kingdom and | the United Kingdom and |
| | two are linked. | the rest of the world. | the rest of the world. |
| | I am continuing to extend | I am continuing to extend | I am continuing to extend |
| | and develop my knowledge | and develop my knowledge | and develop my knowled |
| | and understanding of | and understanding beyond | and understanding beyor |
| | conservation and the | my local area to include the | my local area to include t |
| | environment beyond my | United Kingdom and the | United Kingdom and the |
| | local area to include the | rest of the world. | rest of the world. |
| | United Kingdom and the | Lunderstand and can | I understand and can |
| | rest of the world. | describe the location and | describe the location and |
| | I understand and can | characteristics of a range of | characteristics of a range |
| | describe the location and | 0 | |
| | | the world's most significant | the world's most signification |
| | characteristics of a range of | human and physical | human and physical |
| | the world's most significant | features, for example, | features, for example, |
| | human and physical | climate zones, types of | types of land use, |
| | features, for example, | land use, economic | economic activity, trade |
| | climate zones, biomes, | activity, trade links and the | links and the distributio |
| | vegetation belts, rivers, | distribution of natural | of natural resources. |
| | water cycle, land use and | resources. | I can describe how |
| | the distribution of natural | I can describe how | geographical features ca |
| | resources and how these | geographical features can | affect lifestyle and touris |
| | aspects have changed over | affect lifestyle. | I am developing my use |
| | time. | I am developing my use of | geographical knowledge |
| | I am developing my use of | geographical knowledge, | understanding and skills |
| | geographical knowledge, | understanding and skills to | enhance my locational a |
| | understanding and skills to | enhance my locational and | place knowledge. |
| | enhance my locational and | place knowledge. | I can locate the world's |
| | place knowledge. | I can locate the world's | countries, their major cit |
| | I can locate the world's | countries, their major cities | as well as describing the |
| | countries, their major cities | as well as describing their | environmental regions. |
| | as well as describing their | environmental regions. | I can develop my |
| | environmental regions. | I can develop my | knowledge of geographi |
| | I can develop my | knowledge of geographical | vocabulary relating to m |
| | knowledge of geographical | vocabulary relating to my | local area and 'sustainab |
| | vocabulary relating to | local area and China and | tourism' and use these |
| | conservation and | | |
| | | use these terms correctly. | terms correctly. |
| | environment and use these | I can identify and discuss | I can identify and discuss |
| | terms correctly. | geographical similarities | geographical similarities |
| | I can identify and discuss | and differences between | and differences between |
| | geographical similarities | my local area and China | my local area and other |
| | and differences through | and can make detailed | areas in terms of |
| | the study of a particular | comparisons. | 'sustainable tourism' and |
| | region. | I can use maps, atlases, | can make detailed |
| | I can use maps, atlases, | globes and computer | comparisons. |

| | globes and computer mapping to locate countries and describe the features studied. | mapping to locate countries and describe the features studied. | I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods. |
|---|--|--|---|
| F. Cross Curricular Links (Core non-negotiable standards) | English – non-fiction writing – leaflets on conservation Computing – use of ICT for research Maths – reading and interpreting graphs | English – writing (stories from other cultures) Computing – use of ICT for research | English – drama and writing (Beowulf) Computing – use of ICT for research PE – OAA – Map reading |
| G. Assessment Pathway | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. |

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|-------|---|-------|---|-------|---|
| 6 – Unit Title | | 'Mountains' | | 'Volcanoes and Extreme | | 'London and Here' |
| 6 – Onit Title | | wountains | | Weather' | | London and Here |
| | | | | weather | | Focus: Contrasting London |
| | | Geographical Skill: | | | | and the Local Area |
| | | Communication | | | | |
| | | communication | | Geographical Skill: Interpret | | Geographical Skill: |
| | | | | a Range of Sources | | Collecting Data |
| A. Nat Curriculum 14 | | PP186-187 | | PP186-187 | | PP186-187 |
| B. Academy Aims Link | | ADMAT: Ensuring children | | ADMAT: Ensuring children | | ADMAT: Ensuring children |
| D. Academy Amis Link | | are equipped for the next | | are equipped for the next | | are equipped for the next |
| | | phase of learning. Creating | | phase of learning. Creating | | phase of learning. Creating |
| | | an enjoyable and creative | | an enjoyable and creative | | an enjoyable and creative |
| | | curriculum that meets the | | curriculum that meets the | | curriculum that meets the |
| | | learning needs of children. | | learning needs of children. | | learning needs of children. |
| | | Providing for children a | | Providing for children a | | Providing for children a |
| | | safe, stimulating, caring but | | safe, stimulating, caring but | | safe, stimulating, caring but |
| | | challenging learning | | challenging learning | | challenging learning |
| | | environment. | | environment. | | environment. |
| | | WHA: Challenge, | | WHA: Challenge, | | WHA: Challenge, |
| | | citizenship, community and | | citizenship, community and | | citizenship, community and |
| | | creativity. | | creativity. | | creativity. |
| C. Scheme Reference | | National Curriculum | | National Curriculum | | National Curriculum |
| | | Links to Class Topics | | Links to Class Topics | | Links to Class Topics |
| | | each term | | each term | | each term |
| D. Key Knowledge | | I am continuing to extend | | I am continuing to extend | | I am continuing to extend |
| | | and develop my knowledge | | and develop my knowledge | | and develop my knowledge |
| | | and understanding beyond | | and understanding beyond | | and understanding beyond |
| | | the local area to include | | the local area to include | | the local area to include |
| | | the United Kingdom and | | the United Kingdom and | | the United Kingdom and |
| | | the rest of the world. | | the rest of the world. | | the rest of the world. |
| | | I understand and can | | I understand and can | | I understand and can |
| | | describe the location and | | describe the location and | | describe the location and |
| | | characteristics of a range of | | characteristics of a range of | | characteristics of a range of |
| | | the world's most significant | | the world's most significant | | the world's most significant |
| | | human and physical | | human and physical | | human and physical |
| | | features. | | features. | | features. |
| | | I am developing my use of geographical knowledge, | | I am developing my use of geographical knowledge, | | I am developing my use of geographical knowledge, |
| | | understanding and skills to | | understanding and skills to | | understanding and skills to |
| | | enhance my locational and | | enhance my locational and | | enhance my locational and |
| | | place knowledge. | | place knowledge | | place knowledge |
| | | I understand and can | | I understand and can | | e e e e e e e e e e e e e e e e e e e |
| E. Key Skills and | | | | | | I understand and can |

| Jnderstanding | discuss the term | discuss the term 'volcano' | discuss where I live in |
|---------------|-------------------------------|---|---|
| - | 'mountain'. | and 'extreme weather'. | relation to other parts of |
| | I am continuing to extend | I am continuing to extend | the United Kingdom and |
| | and develop my knowledge | and develop my knowledge | the rest of the world. |
| | and understanding of | and understanding of | I am continuing to extend |
| | mountains. | volcanoes and extreme | and develop my knowled |
| | I understand and can | weather. | and understanding beyon |
| | describe the location and | I understand and can | my local area to include |
| | characteristics of a range of | describe the location and | United Kingdom and the |
| | the world's most significant | characteristics of a range of | rest of the world. |
| | human and physical | the world's most significant | I understand and can |
| | features, for example, | human and physical | describe the location and |
| | climate zones and | features, for example, | characteristics of a range |
| | mountains. | climate zones, volcanoes | the world's most signific |
| | I am developing my use of | and earthquakes. | human and physical |
| | geographical knowledge, | I am developing my use of | features, for example, |
| | understanding and skills to | geographical knowledge, | types of settlement and |
| | enhance my locational and | understanding and skills to | land use, economic activ |
| | place knowledge. | enhance my locational and | and the distribution of |
| | I can locate the world's | place knowledge. | natural resources. |
| | countries, their major cities | I can locate the world's | I can describe how |
| | as well as describing their | countries, their major cities | geographical features ca |
| | environmental regions. | as well as describing their | affect lifestyle. |
| | I can develop my | environmental regions. | I am developing my use |
| | knowledge of geographical | I can develop my | geographical knowledge |
| | vocabulary relating to | knowledge of geographical | understanding and skills |
| | mountains and use these | vocabulary relating to | enhance my locational a |
| | terms correctly. | volcanoes and extreme | place knowledge. |
| | I can identify and discuss | weather and use these | I can locate the world's |
| | geographical similarities | terms correctly. | countries, their major ci |
| | and differences of | I can identify and discuss | as well as describing the |
| | mountains in different | · · · · · · · · · · · · · · · · · · · | environmental regions. |
| | parts of the world. | geographical similarities and differences of | I can develop my |
| | | | |
| | I can use maps, atlases, | volcanoes and extreme weather in different parts | knowledge of geographi |
| | globes and computer | of the world. | vocabulary relating to m local area and London a |
| | mapping to locate | | |
| | countries and describe the | I can use maps, atlases, | use these terms correct |
| | features studied. | globes and computer | I can identify and discuss |
| | | mapping to locate | geographical similarities |
| | | countries and describe the | and differences between |
| | | features studied. | my local area and Londo |
| | | | and can make detailed |
| | | | comparisons. |
| | | | I can use maps, atlases, |
| | | | globes and computer |
| | | | mapping to locate |

| | | | countries and describe the features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom (London). I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods. |
|---|--|--|--|
| F. Cross Curricular Links (Core non-negotiable standards) | Maths – measures Science – rock formation English - retrieve record and present information from non-fiction sources on mountains, mountain formation and famous mountain expeditions. Computing – word processing skills to present written text. | Maths – measures English – diary extract Computing – word processing skills to present written text. Science – Reversible and irreversible changes – making a volcano | English – non- fiction leaflets, retrieve, record and present information from non-fiction sources, Information posters Computing – word processing skills to present written text – leaflet, power-point Art/DT – sketching and constructing 3D London scene using a variety of material |
| G. Assessment Pathway | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. | Formative assessment against key skills and understanding. |